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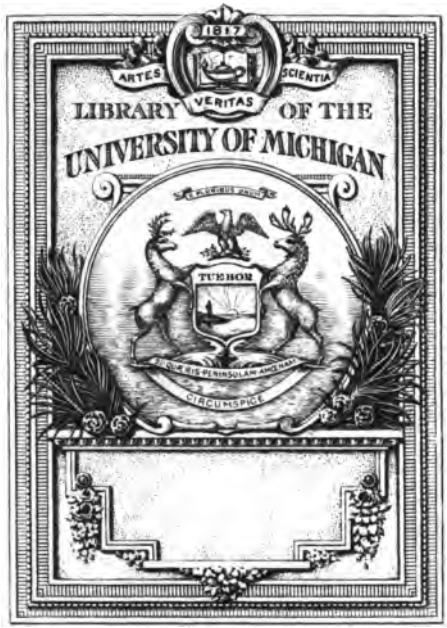
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THE COLLEGE-BRED NEGRO

REPORT OF A SOCIAL STUDY MADE UNDER THE DIRECTION OF ATLANTA UNIVERSITY; TOGETHER WITH THE PROCEEDINGS OF THE FIFTH CONFERENCE FOR THE STUDY OF THE NEGRO PROBLEMS, HELD AT ATLANTA UNIVERSITY, MAY 29-30, 1900.

Edited by
W. E. BURGHARDT DUBOIS, Ph. D.,
Corresponding Secretary of the
Conference.

ATLANTA UNIVERSITY PRESS.

ATLANTA, GEORGIA.
1900.

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THE FIRST DUTY OF THE SOCIAL REFORMER IS TO KNOW. THE ACCURATE GATHERING OF SOCIAL STATISTICS COSTS MONEY. THIS INVESTIGATION COST $300. TWICE THIS AMOUNT WOULD HAVE MADE IT TWICE AS VALUABLE. MAY WE NOT HOPE FOR LARGER RESOURCES NEXT YEAR?

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The work of the Atlanta Conference, like the other work of Atlanta University, depends mainly upon voluntary contributions.

Introduction.

ATLANTA UNIVERSITY is an institution for the higher education of Negro youth. It seeks, by maintaining a high standard of scholarship and deportment, to sift out and train thoroughly talented members of this race to be leaders of thought and missionaries of culture among the masses.

Furthermore, Atlanta University recognizes that it is its duty as a seat of learning to throw as much light as possible upon the intricate social problems affecting these masses, for the enlightenment of its graduates and of the general public. It has, therefore, for the last five years, sought to unite its own graduates, the graduates of similar institutions, and educated Negroes in general, throughout the South, in an effort to study carefully and thoroughly certain definite aspects of the Negro problems.

Graduates of Fisk University, Berea College, Lincoln University, Spelman Seminary, Clark University, Wilberforce University, Howard University, the Maharry Medical College, Hampton and Tuskegee Institutes, and several other institutions have kindlv joined in this movement and added their efforts to those of the graduates of Atlanta, and have, in the last five years, helped to conduct five investigations: One in 1896 into the "Mortality of Negroes in Cities"; another in 1897 into the "General Social and Physical Condition" of 5,000 Negroes living in selected parts of certain southern cities; a third in 1898 on "Some Efforts of American Negroes For Their Own Social Betterment"; a fourth in 1899 into the number of Negroes in business and their success. Finally in 1900 inquiry has been made into the number, distribution, occupations, and success of College-bred Negroes.

The results of this last investigation are presented in this pamphlet. Next year some other phases of the economic situation of the Negro will be studied. It is hoped that these studies will have the active aid and co-operation of all those who are interested in this method of making easier the solution of the Negro problems.

The practical value of this work is illustrated in the recent meeting of the National Negro Business League at Boston, the formation of which was greatly facilitated by the data furnished its organizers through the Atlanta Conference.

Beside these regular investigations by the Atlanta Negro Conference, the University pursues its sociological work in several other directions. *First*, it offers to its students and all others interested in these lines of work the following courses of study:

1. The Theory of Economics, one term.
2. The Economic History of the American Negro, one term.
3. Statistics and Sociology, one term.
4. Present Social Condition of the Negro, one term.
5. Elementary Civics, One term.
6. Civil Government in the United States, one term.
7. Political Science, one term.

Theses and library work are required in connection with the more advanced courses.

Secondly, members of the Department of Sociology of this institution have, from time to time, published the following studies and essays on various phases of the Negro problem:

Suppression of the Slave Trade, 335 pp., Longman's, 1896.

The Philadelphia Negro, 520 pp., Ginn & Co., 1899.

The Negroes of Farmville, Va., 38 pp., Bulletin U. S. Department of Labor, Jan , 1898.

Condition of the Negro in Various Cities, 112 pp., Bulletin U. S. Department of Labor, May, 1897.

The Negro in the Black Belt, 17 pp., Bulletin U. S. Department of Labor, May, 1899.

The Study of the Negro Problems, 21 pp., Publications of the American Academy of Political and Social Science, No. 219.

Strivings of the Negro People, *Atlantic Monthly*, August, 1896.

A Negro Schoolmaster in the New South, *Atlantic Monthly*, January, 1899.

The Negro and Crime, *Independent*, May 18, 1899.

The Conservation of Races, 16 pp., Publications of the American Negro Academy, No. 2.

The American Negro at Paris, *Review of Reviews*, Nov., 1900.

Thirdly, the regular University publications are as follows:

Annual Catalogue, 1870–1900.

Bulletin of Atlanta University, 4 pp., monthly; 25 cents per year.

No. 1. Mortality of Negroes, 51 pp., 1896, (out of print).

No. 2. Social and Physical Condition of Negroes, 86 pp., 1897; 25 cents.

No. 3. Some Efforts of American Negroes for Social Betterment, 66 pp., 1898; 25 cents.

No. 4. The Negro in Business, 77 pp., 1899; 25 cents.

No. 5. The College-Bred Negro, 1900; 25 cents.

List of Negro Newspapers; 2 cents.

Programme of Social Betterment; 2 cents.

Select Bibliography of the American Negro, for general readers; 10 cents.

Atlanta University Leaflets, 12 numbers; free.

Fourthly; Bureau of Information:

The Corresponding Secretary of the Atlanta Conference undertakes, upon request, to furnish correspondents with information upon any phases of the Negro problem, so far as he is able; or he points out such sources as exist from which accurate data may be obtained. No charge is made for this work except for actual expenses incurred. During the past year the United States Government, professsors in several northern and southern institutions, students of sociology, philanthropic societies and workers, and many private persons have taken advantage of this bureau.

The following is a partial list of recipients of such information within the last three years:

The United States Commission to the Paris Exposition.
Hon. Carroll D. Wright, of U. S. Bureau of Labor.
Mr. Booker T. Washington, Tuskegee Institute.
Professor F. W. Taussig, Harvard University.
Professor Walter F. Wilcox, of U.S. Census Bureau.
Professor Katharine Coman, of Wellesley College.
Edward Atkinson, of Boston.
Walter R. Lambeth, Missionary Secretary, M. E. Church, South.
Miss Jane Porter Scott, of the Social Settlements Association.
Dr. David J. Fuller, of Brooklyn, N. Y.
Rev. Daniel Merriman, of Worcester, Mass.
Rev. Edward L. Pell, Editor *Bible Reader*, Richmond, Va.
Hon. E. D. Basset, Haytian Legation, New York; and others.
Graduate and other students in Harvard University, Mass.
" " " " " Columbia University, N. Y.
" " " " " The Catholic University, D. C.
" " " " " Wellesley College, Mass.
" " " " " Wooster University, Ohio.
" " " " " University of Texas, Texas.
" " " " " University of Chicago, Ill.
Professors and teachers in Hampton Institute, Va.
" " " " Tuskegee Institute, Alabama.
" " " " Mercer University, Georgia.
" " " " Trinity Park High School, N. C.
" " " " Colorado State University.
" " " " Stetson University, Fla.
City Physicians in eight different cities.
The *Insurance Press* of London.
The Penn Mutual Insurance Company.
Boston Children's Aid Society.
Social Settlment, Topeka, Kansas.
Northern Inter-Collegiate Oratorical League.
The Afro-American Council.
The American Negro Academy.
The National Negro Business League.
The American Missionary Association.
Hampton Negro Conference.

Members of the Legislature of Georgia.
Gunton's Magazine.
The Outlook.
New York Independent, etc.

Fifthly. The Atlanta Negro Conference beside its investigations has an annual gathering of those interested in its work in May of each year when the results of the year's investigation are first reported. The attendance in these meetings is largely local, but they also bring together many persons from abroad to discuss and add to the facts collected. An attempt is here made especially to encourage all movements toward social betterment, and several enterprises of this sort have had their inception here.

For the benefit of the large number of readers who desire a short guide to the best literature extant on the Negro problem, we append here a short select bibliography. The titles especially in the history portion are, of necessity, chosen somewhat arbitrarily.

A SELECT BIBLIOGRAPHY OF THE AMERICAN NEGRO FOR GENERAL READERS.

History.

Williams. History of the Negro Race in America.
Slavery.
Wilson: Rise and Fall of the Slave Power.
Blake: History of Slavery and the Slave-trade.
Greeley: The American Conflict.
Lalor: Cyclopedia of Political Science.
Slave-trade.
Buxton: The American Slave-trade and its Remedy.
Carey: The Slave-trade.
DuBois: Suppression of the Slave-trade.
Spears: The American Slave-trade.
The Negro in the Various States.
Mass.—Moore: Notes on Slavery.
Penn.—Bettle: Notices of Slavery.
The Philadelphia Negro.
District of Columbia: Ingle, in Johns Hopkins Univ. Studies.
Md.—Brackett, in *do.*
Va.—cf. Bruce: Economic History of Va.
(For other states cf. Poole's Index.)
Slave Codes.
Goodell: American Slave Code.
Cobb: Law of Negro Slavery.
Hurd: Law of Freedom and Bondage.

Character of Slavery.

Kemble: On a Georgia Plantation.
Wise: The End of an Era.
Stowe: Uncle Tom's Cabin.

Economics of Slavery.

Cairnes: Slave Power.
Helper: Impending Crisis.
Olmsted: Cotton Kingdom.

Emancipation.

Life of Garrison, by his children.
Sumner: Life and works.
Siebert: Underground Railroad.
Still: Underground Railroad.
McDougal: Fugitive Slaves. (Fay House Monographs.)
Goodell: Slavery and Antislavery.
Hart: Salmon P. Chase.
Von Holst; History of the United States.

Reconstruction.

Lalor: Cyclopedia of Political Science.
McPherson: History of Reconstruction.
Blaine: Twenty Years in Congress.
Appleton's Annual Cyclopedia.
Tourgée: Fool's Errand.

Negro Soldiers.

Nell: Colored Americans in the wars of 1776 and 1812.
Emilio: A Brave Black Regiment.
Higginson: Life in a Black Regiment.
Williams: Negro troops in the Rebellion.
Wilson: Black Phalanx.

Present Social Condition.

Best Sources of Information.

1. United States Census, (Especially 1850-80-90, 1900.)
2. Reports of the U. S. Bureau of Education. (Section on Education of of the Negro; cf. especially the late reports, '94-'95, '95-'96 &c.)
3. Bulletin of the U. S. Bureau of Labor:
   (a) Negroes of Farmville, Va:
   (b) Negroes of the Black Belt:
   (c) Negroes in Cities:
4. Publications of Atlanta University:
   (a) Mortality of Negroes.
   (b) Negroes in Cities.
   (c) Social betterment of Negroes.
   (d) Negroes in Business.
   (e) College-bred Negroes.
5. Proceedings and Occasional Papers of the Slater Fund. (Some reprinted in No. 2, *supra.*)
6. Publications of the American Negro Academy:
   (a) Review of Hoffman's Race Traits and Tendencies.

(b) Conservation of Races.
(c) Papers by Dr. Crummell.
(d) Comparative Study of the Negro Problem.
(e) The San Domingo Legion, etc.
(f) Disfranchisement of the Negro.

7. U. S. Department of Agriculture: Dietary studies of Negro's food.
8. Reports of the Hampton Negro Conference.
9. Reports of the Capon Springs Negro Conference.
10. DuBois: The Philadelphia Negro.
11. Bruce: Plantation Negro as Freeman.
12. Cable: Freedman's Case in Equity.
" Silent South; Negro Problem.
13. Fortune: Black and White.
14. Crogman: Talks for the Times.
15. Morgan: The Negro in America.
16. Gaines: The Negro and the White man.
17. Wilcox: Negro Criminality.
18. Hoffman: Race Traits and Tendencies.
19. Washington; Future of the American Negro.
20. Tourgee: Appeal to Cæsar.

Topical References to above sources and others.

(Numbers refer to those prefixed to the titles given above.)

Population, age and sex, 1, 5, 6a, 18.
Family life, sexual morality, &c., 3, 4b, 5, 6a, 10, 18.
Migration, 1, 4b, 10, 18, 19.
Education, 2, 20, Reports of Freedman's bureau and Freedman's aid Societies.
Higher, 2, 4e, 6c, 15, 16.
Industrial, 2, 5, 8, 9, 19.
Common schools, 2, 9.
Occupation, Wages &c., 1, (1890, 1900,)3, 4, 5, 7, 8, 10, 11, 13, 19.
Health and Mortality, 4, 6a, 7, 8, 10, 18.
Property, 1, (1890, 1900,)3, 4, 8, 10.
Religion, 1, (1890,)3, 4, 8, 10, 16. cf. Payne: History of the A. M. E. Church.
Organizations, 3, 4, 10, cf. Newspaper reports of the Afro-American Council, Pan-African Conference, etc.
Crime, 1, 3, 6a, 8, 10, 11, 17, 18.
Amalgamation, 1, (1860, 1890) 3, 6b, 10, 16.
Suffrage, 6f, 10 12, 13, 20, cf. periodical literature.
Negro Periodicals: 4d, cf. Penn's Afro-American Press.
Lynching: 19; Wells-Barnett: A Red Record. cf. Periodical Literature and files of Chicago *Tribune*.
Legislation on Negro, N. Y. State Library: Summary of Legislation, 1890—.
Emigration, 19: Reports, American Colonization Society. Crummell; Africa and America.

Courses of Reading.

Short statement of facts: 5, (Gannetts Statistical Study.)
Longer statement of facts: 5, 15, 16, 18, 19.

Short course of reading: 15, 19, 20, 12, 11, 6, 5.
Longer course of reading: William's History of the Negro Race, 11, 12, 13, 14, 18, 6, 4, 3, 8, 9, 10.

Periodical Literature.

The endless number of discussions of the Negro in periodicals, especially in the last 40 years, are of all degrees of value. Those usually of greatest permanent value can be found in the files of

The Atlantic Monthly.
The Nation.
The North American Review.

Consult Poole's Index under the different subjects.

Biography.

Douglass: Autobiograpy.
Washington: "
Allen: "
Men of Mark, by Simmons.
Sojourner Truth: Autobiography.

Literature and Art.

Folk Lore.

cf. Southern Workman.
" Journal of American Folk Lore.
Harris: Uncle Remus.

Music.

Jubilee songs as published by Fisk and Hampton.
Trotter: Music and Some Highly Musical People.

Literature.

Dunbar: Poems (Dodd, Mead & Co.)
Chesnutt: Novels (Houghton, Mifflin & Co.)
Campbell: Poems.
Grimke: Lives of Sumner and Garrison.
Harper: Poems, Iola Leroy.
Wheatley, Phillis: Poems.
Atlantic Monthly, Aug. '97, Jan. '99.

Bibliography, Methods of Study, etc.

Publications of the American Academy of Pol. and Soc. Science, No. 219.
American Soc. for Univ. Extension, Brief on Negro.
Correspondence Bureau, Atlanta University, Atlanta, Ga.

THE COLLEGE-BRED NEGRO.

RESULTS OF THE INVESTIGATION.

BY THE EDITOR.

1. *Scope of the Inquiry.*—The general idea of the Atlanta Conference is to select among the various and intricate questions arising from the presence of the Negro in the South, certain lines of investigation which will be at once simple enough to be pursued by voluntary effort, and valuable enough to add to our scientic knowledge. At the same time the different subjects studied each year have had a logical connection, and will in time form a comprehensive whole. The starting point was the large death-rate of the Negroes; this led to a study of their condition of life, and the efforts they were making to better that condition. These efforts, when studied, brought clearly to light the hard economic struggle through which the emancipated slave is to-day passing, and the Conference therefore took up one phase of this last year. This year the relation of educated Negroes to these problems and especially to the economic crisis was studied.

The general method of making these inquiries is to distribute among a number of selected persons throughout the South, carefully prepared schedules. Care is taken to make the questions few in number, simple and direct, and so far as possible, incapable of misapprehension. The investigators to whom these blanks are sent are usually well-educated Negroes, long resident in the communities; by calling on the same persons for aid year after year, a body of experienced correspondents has been gradually formed, numbering now about fifty.

In the investigation of 1900 the first task was to collect a reliable list of the Negro graduates of the colleges of the land, with their present whereabouts. There were many preliminary difficulties in this work, the chief of which were, first, what was to be considered a college, and next how were the Negro graduates of mixed institutions to be distinguished? It was finally decided to call any institution a college which had a course amounting to at least one year in addition to the course of the ordinary New England high school; and to count the graduates of all such courses and longer courses as college graduates, provided they received the degree of Bachelor of Arts or of Science at graduation. To appreciate the meaning of these limitations one mnst notice the comparison made later between the college curricula of several typical institutions as laid down in their catalogues. Having selected the institutions, the Conference then sent to them for lists and addresses of their graduates, which were for the most part printed in their catalogues. In the case of other colleges letters were sent asking if the college had ever had any Negro graduates. Most of

these letters brought prompt and courteous replies. In some cases the replies were delayed. One college in a border state answered merely "No!" without date or signature. At Yale University we were at first recommended to write to the Colored janitor for information but repeated requests brought the data at last. The returns thus collected represent probably over ninety per cent of the truth. In some few cases, no records of color being kept, the authorities were not sure as to the exact number of Negro graduates. Usually however the presence of Negroes is so exceptional that they were remembered.

In this way the names of nearly 2,500 persons were collected. The matter of getting the exact addresses of these graduates was of course much more difficult and in many cases impossible. Returns were gathered from a little over half (1252) of those named and not all these were complete. The following twenty-six questions were asked all whose addresses were obtained:

1. Name. 2. Address. 3. Sex. 4. Graduate of. 5. Class of. 6. Single, married, widowed or separated. 7. Birthplace. 8. Year of birth. 9. Year of your wife's (or husband's) birth. 10. Year of marriage. 11. Children: (Age of sons living). (Age of daughters living). (Age of sons dead). (Age of daughters dead). 12. Some account of your early life. 13. Occupation since graduation, with dates. 14. Present occupation, (with length of service). 15. If you have taught school at any time, kindly estimate carefully: The total number of pupils you have instructed in primary grades? in secondary and preparatory grades? in college studies?. How many of these have taught school?. How many pupils do you suppose they have taught?. What careers have your pupils followed mostly?. Give any individual instances of success among them. 16. What bound books have you published? title, place of publication, size, number of pages, and publisher. 17. What other literary work have you done? 18. What philanthropic, commercial or other useful work, not already mentioned, have you engaged in? 19. What public offices have you held and where? 20. Do you usually vote? Is your vote counted? 21. Do you belong to any learned societies? 22. From what institutions have you received academic degrees since graduation? 23. What is the assessed value of the real estate which you own? 24. Has your college training benefited you? Would some other kind of training have been of more service? 25. Will you not add here any additional facts which illustrate the kind of work you are doing, and the degree of success you have had? (e. g., if a minister, tell of your church work; if a lawyer or physician, tell of your practice, intercourse with whites, cases, etc.; if a business man, of your business, patrons, etc., etc.). 26. Are you hopeful for the future of the Negro in this country? Have you any suggestions?

These questions were framed with the view of obtaining the largest possible number of actual facts. The chief defect of the method is of course that the persons are giving information about themselves; still there is little chance for unconscious exaggeration or bias, and the number of wilful misrepresentations among such a class is small enough to ignore. Some correspondence was also had with the presidents of colleges and others on the general aspects of the question.

2. *The Negro College.* Omitting all institutions which have not actually graduated students from a college course, there are today in the United States thirty-four institutions giving collegiate training to Negroes and designed especially for this race*. These institutions fall into five main groups:

GROUP I. *Ante-Bellum Schools.* 3.
Lincoln University, Chester Co., Penn., 1854.
Wilberforce University, Greene Co., Ohio, 1856.
(Berea College, Berea, Ky.), 1855.

These schools were established before the war and represent the Abolition movement. Lincoln was established by Pennsylvania Presbyterians as Ashmun Institute in the early fifties. The Cincinnati Conference, the white Methodists and the Ohio Conference of the African Methodists made early movements to establish a school in the west. Wilberforce was founded by the whites for Negro education in 1856 and finally purchased by the African Church in 1863. Berea was established by a Kentucky abolitionist, John G. Fee.

GROUP II. *Freedman's Bureau Schools.* 13.
Howard University, Washington, D. C., 1867.
Fisk University, Nashville, Tenn., 1866.
Atlanta University, Atlanta, Ga., 1867
Biddle University, Charlotte, N. C., 1867.
Southland College, Helena, Ark., 1864.
Central Tennessee College, Nashville, Tenn., 1868.
Rust University, Holly Springs, Miss., 1868.
Straight University, New Orleans, La., 1869.
Claflin University, Orangeburg, S. C., 1869.
Talladega College, Talladega, Ala., 1867.
Lincoln Institute, Jefferson City, Mo., 1866.
Atlanta Baptist College, Atlanta, Ga., 1867.
Roger Williams University, Nashville, Tenn., 1864.

This group of schools was established directly after the war by Missionary and Freedmen's Aid Societies under the protection and for the most part under the direct patronage of the Freedmen's Bureau. The earliest of these schools, Southland, grew out of an orphan asylum established by Indiana Friends before the war was hardly closed, and Roger Williams out of a group of Baptist teachers in Nashville. Fisk and Atlanta were the great pioneers of the movement for thorough Negro education after the war and were established by the American Missionary Association aided by the Freedmen's Bureau. Biddle and Talladega were founded by missionary societies in conjunction with the same bureau, while Howard was founded by the bureau alone and named after its chief. Lincoln Institute had perhaps the most romantic beginning of all. When in January, 1865, the 62nd and 63rd regiments of U. S. Colored Infantry were discharged from service, they contributed jointly a fund of $6,379 for the establishment of a school for Negroes in the state of Missouri. In 1879 state aid was obtained and it now is supported wholly by the state. Societies,

*This includes Berea where the majority of students are white but which was designed for Negroes as well, and still has colored students.

churches and benevolent individuals made possible the establishment of the other schools, together with general aid from the Freedman's Bureau and its officials.

GROUP III. *Church Schools.* 9.

Leland University, New Orleans, La., 1870.
New Orleans University, New Orleans, La., 1873.
Shaw University, Raleigh, N. C., 1874.
Knoxville College, Knoxville, Tenn., 1879?
Clark University, Atlanta, Ga., 1870.
Wiley University, Marshall, Tex., 1873.
Paine Institute, Augusta, Ga., 1882.
Philander Smith College, Little Rock, Ark., 1876.
Benedict College, Columbia, S. C., 1870.

These schools were established mainly by Church Societies after the closing up of the Freedman's Bureau. Shaw and Benedict are Baptist institutions, and Knoxville, Presbyterian. Leland was endowed by one man. The rest are Methodist. Paine Institute is supported by the white Methodist Church, South.

GROUP IV. *Schools of Negro Church Bodies.* 5.

Allen University, Columbia, S. C., 1881.
Livingstone College, Salisbury, N. C., 1880.
Morris Brown College, Atlanta, Ga., 1885.
Arkansas Baptist College, Little Rock, Ark., 1884.
Paul Quinn College, Waco, Tex., 1885.

The first forward rush of the freedmen after emancipation, culminated in the eighties and led to a movement to found schools, among the Negro churches. The A. M. E. Church was especially active and started four colleges and some other schools. The Baptists also founded several institutions. All of these are small and their collegiate work of comparatively minor importance.

GROUP V. *State Colleges.* 4.

Branch Normal College, &c., Pine Bluff, Ark., 1875.
Virginia N. & C. Institute, Petersburg, Va., 1883.
Georgia State Industrial College, Savannah, Ga., 1890.
Delaware State College, &c., Dover, Del., 1891.

The establishment of these colleges was due almost entirely to the United States' statutes of 1862 and 1890 donating public lands to the several states for endowing agricultural colleges. The Virginia Institute was founded in the time of the Readjusters. The Negroes share of the Land Script in Georgia supports the Georgia State Industrial College at Savannah.

In nearly all cases the college departments of these institutions were established considerably later than the other departments. The date of establishment, number of graduates and source of support follow:

NEGRO COLLEGES IN ORDER OF ESTABLISHMENT, WITH GRADUATES. (NOT INCLUDING THE CLASS OF 1899.)

Name.	College Graduates.	College Department Establish'd	Founded by
Lincoln University	615	1864	Presbyterians.
Wilberforce University	130	1866	African Methodists.
Howard University	96	1868	Freedman's Bureau, U. S. Gov'mt.
(Berea College)	29	1869	American Missionary Association.
Leland University	16	1870	Mr. H. Chamberlain.
Benedict College	3	1870	Baptists.
Fisk University	180	1871	American Missionary Association.
Atlanta University	85	1872	American Missionary Association.
Biddle University	140	1872	Presbyterians.
Southland College	19	1872	Friends.
Roger Williams Univ	76	1873	Baptists.
Central Tenn. College	46	1874	Methodists.
New Orleans University	30	1874	Methodists.
Shaw University	101	1874	Baptists.
Rust University	30	1874	Methodists.
Straight University	11	1874	American Missionary Association.
Branch College, Ark	9	1878	State.
Claflin University	46	1878	Methodists.
Knoxville College	44	1879	Presbyterians.
Clark University	21	1879	Methodists.
Alcorn University†	98	1880	State.
Wiley University	9	1880	Methodists.
Paine Institute	11	1882	Southern Methodists.
Allen University	24	1883	African Methodists.
Livingstone College	38	1883	Zion Methodists.
Philander Smith College	29	1884	Methodists.
Talledega College	5	1885	American Missionary Association.
Va.Nor.&Collegiate Inst.	27	1885	State.
Paul Quinn College	18	1885	African Methodists.
Lincoln Institute	6	1890	Colored Soldiers and State.
Morris Brown College	6	1890	African Methodists.
Atlanta Baptist College	7	1893	Baptists.
Ga. State Indust. Col	1	1894	State.
Del. State College	2	1894	State.

† This state institution confers the degree of B. S. but is rather an agricultural high school than a college.

Thus we find Negro colleges established as follows:

1860—65,-1 1865—70,-3	4
1870—75,-12 1875—80,-4	16
1880—85,-6 1885—90,-3	9
1890—95,-5 1895-'00,-0*	5

These Colleges are distributed geographically as follows:

In Northern states:

Ohio—1

Penn.—1

In the Atlantic coast border states:

Del.—1

D. C.—1

In the Atlantic coast states:

Va.—1

N. C.—3

S. C.—3

In the Gulf states:

Ga.—6

Ala.—1

Miss—2

La.—3

In the Southwest:

Ark.—3

Tex.—2

In the Middle border states:

Ky,—1

Tenn.—4

Mo.—1

* Some college departments have been started in this period but they have as yet no graduates, and consequently are not reckoned here. The Arkansas Baptist College had four graduates in 1899.

In most cases the college departments of these institutions are but adjuncts, and sometimes unimportant adjuncts, to other departments devoted to secondary and primary work. A comparison of colleges for this purpose will be of interest. Let us take the single school year 1898–1899;

PROPORTION OF COLLEGE STUDENTS TO TOTAL ENROLLMENT IN NEGRO COLLEGES, 1898–99.

Colleges.	No. College Students.	Secondary Students.	Primary Students.
Lincoln	135	.....	.....
Biddle	69	135	.....
Fisk	51	180	183
Howard	42	325	.....
Shaw	37	225	.....
Atlanta	33	230	22
Wilberforce	31	159	59
Virginia Normal & Collegiate	28	138	162
Leland	20	34	33
Livingstone	20	52	159
Paul Quinn	20	32	127
Allen	19	111	149
State College, Delaware	18	21	.....
Knoxville	18	94	145
Chaflin ('97–'98)	17	109	553
Clark	16	108	322
Philander Smith	15	69	238
Roger Williams	15	99	74
New Orleans	14	37	275
Georgia State	12	72	140
Paine	10	180	80
Talladega	9	66	129
Rust	9	76	125
Atlanta Baptist	9	25	66
Arkansas Baptist	9	32	142
Straight	8	131	382
Southland	8	57	70
Southern	7	66	341
Wiley	5	49	288
Branch, Arkansas *	2	57	129

We find here 726 Negro Collegians in the colleges specially designed for them; or adding the few others not counted here, we have possibly 750 such students. If these students are all of college grade according to a fair standard, we have here apparently work for perhaps ten Negro colleges, now being done by thirty or more institutions. It is not however by any means certain that all these students are really of college grade. A study of the curricula will throw some light on this question.

3. *Curricula in Negro Colleges.* If, for convenience, we take only those colleges that have twenty or more students and consider them as representative, we find that for admission to the Freshman class they require the following course of study, above the common English branches:

* From the others no data could be obtained; they have very few in college.

REQUIREMENTS FOR ADMISSION TO NEGRO COLLEGES.

	NUMBER OF YEARS STUDY REQUIRED AT										
	Lincoln.	Biddle.	Fisk.	Howard.	Shaw.	Atlanta.	Wilberforce.	Va. N. & C.	Leland.	Livingstone.	Paul Quinn.
Total length of preparatory course: (yrs)	0?	2	3	4	2	3	3	2	4	3	3
Studies: (yrs)											
Latin	0	2	3	4	2	3	3	2	3	3	3
Greek	0	1	2	2	1	1	2	.....	2	2	2
Mathematics	0	1½	2⅓	2⅛	2	2	2	1⅔	3½	2	3
English	0	1	.....	1⅔	2	1	1	1⅔	½	1	.....
Other studies of importance.	⅓	1	2⅔	2	2	3	1⅔	1⅓	1½	5	2
Weeks of study per year	32	35	37	36	32	34	39	33	31	28	36

From this it would seem that these colleges ranked in the severity of their entrance requirements about as follows:

1. Howard—Nearly equal to smaller New England Colleges.
2. Fisk, Atlanta, Wilberforce, Leland, Paul Quinn. — From 1 to 2 years behind the smaller N. E. Colleges.
3. Biddle, Shaw, Va. N. & C. Livingstone. — From 2 to 3 years behind the smaller N. E. Colleges.
4. Lincoln—A little above an ordinary New England High School.

Most of the other twenty-three schools fall into groups 3 and 4 with possibly one or two exceptions. So that of the 750 students not more than 350 are of college rank according to New England standards.

After admission the course of study as laid down in the catalogues* of these 11 colleges is as follows†:

*These courses are copied verbatim from the catalogues of 1898—'99.

†The "classical" course is here given. In several institutions a "scientific" course, omitting Greek and including other subjects, is offered.

STUDIES OF THE FRESHMAN CLASS.

Lincoln.

FIRST SESSION.—English: Higher Grammar and Analysis; Bunyan's Pilgrim's Progress. Latin: Latin Lessons (Leighton); Cæsar: Gallic War. Greek: Grammar (Goodwin); Greek Lessons (Leighton); completed. Mathematics: Algebra, through Fractions. Bible: Pentateuch.

SECOND SESSION.—English: Bunyan, continued; Etymology; Synonyms. Essays, both terms. Latin: Sallust: Conspiracy of Cataline. Greek: Xenophon : Anabasis. Mathematics: Algebra, through Quadratics. Bible: Pentateuch, continued.

Biddle.

Mathematics: Geometry (Wentworth), 4.† Greek: Xenophon's Anabasis, Books, I, II, III, IV; Grammar (Goodwin), 4. Latin: Virgil (Greenough); Grammar (Allen and Greenough), 4. History: Myers, 3. Bible, 1. Rhetoric, 1.

Fisk.

FALL TERM.—Latin: Vergil's Æneid, four books. Greek: Iliad (Seymour). Mathematics: University Algebra (Wells).

WINTER TERM.—Latin: Latin Prose Composition. Greek: Iliad, first three books completed; Thucydides, Seventh Book (Smith); Peloponnesian War. Mathematics: Spherical Geometry; Trigonometry (Wells).

SPRING TERM.—Latin: Cicero's De Senectute et De Amicitia. Greek: Thucydides. Mathematics: Surveying, including field work with compass, transit, and Y level (Robbins).

Howard.

FALL TERM.—Greek, 4; Latin, 4; Mathematics, 5; Rhetoric, 2; Bible Study, 1.

WINTER TERM.—Greek, 4; Latin, 4; Mathematics, 5; Rhetoric, 2; Bible Study, 1.

SPRING TERM.—Greek, 4; Latin, 5; Mathematics, 5; Rhetoric, 2.

Shaw.

FIRST TERM.—Latin, Greek,* Algebra, Bible Study, Ancient History, Rhetoric, Manual Training.

SECOND TERM.—Latin, Greek,* Algebra, Bible Study, Zoology, Rhetoric, Manual Training.

Atlanta

FALL—Xenophon's Anabasis-5; Cicero's De Senectute and De Amicitia(Kelsey's)-4; Algebra(Wells)-5; Hebrew History-2; Elocution-1.

WINTER—Memorabilia(Winans)-5; De Amicitia and Livy(Lord)-4; Algebra-5; Hebrew History-2; English Composition-1.

SPRING—Odyssey(Merry)-5; Livy-4; Algebra-5; Greek History(Myers) -2; English Composition-1.

†Figures like this indicate the number of recitation periods per week.
* Optional.

Wilberforce.

FIRST TERM—Latin: Livy; Second Punic War; Prose Composition. Greek: Memorabilia; Prose Composition. Conic Sections, Wentworth.

SECOND TERM—Latin: Cicero, De Senectute, et De Amicitia. Odyssey, with lectures on the Homeric Question, Merry's Edition; Greek and Latin Prose Composition. Higher Algebra, Olney.

THIRD TERM—Latin: Horace, Odes and Epodes; with lectures on Latin poets and poetry; Prose Composition. Greek: Selections from Thucydides, Greek and Latin Composition, with a comparative study of the two languages. New Testament, Elective. Higher Algebra, Olney.

Va. Normal and Collegiate.

FIRST TERM—Algebra, Wentworth; Cicero, Harper and Gallup; First Greek Book, Gleason and Atherton; History of Greece, Myers.

SECOND TERM—Solid Geometry, Wentworth; Virgil, Harper and Miller; First Greek Book, Gleason and Atherton; History of Rome, Myers.

THIRD TERM—Solid Geometry; Virgil; Anabasis, Harper and Wallace; Greek Grammar, Goodwin; Rhetoric and Composition, Hill.

Leland.

Latin, Greek, Geometry, Trigonometry.

Livingstone.

FIRST TERM—Greek: Xenophon's Anabasis, Books I, II, III—Goodwin; Woodruff's Greek Prose Composition; Goodwin's Grammar; Latin: Cicero's Orations Against Cataline—Allen and Greenough's; Virgil's Æneid, Book IV—Harper and Miller; Daniell's Exercises in Prose Composition; Allen and Greenough's Grammar; Rhetoric—Bain (old edition); Analytic Geometry: Books I and II—Wentworth; Plane Geometry: Books IV, V—Wentworth; Physics: Gage's Elements.

SECOND TERM—Greek: Homer's Iliad, Book I—Seymour; Prose Composition; Goodwin's Grammar; Latin: Cicero's Orations—Roscius, Manillian Law, and Archias with corresponding sections of Daniell's Exercises in Prose Composition; Rhetoric: Bain (old edition); Analytic Geometry; Books III, IV and V—Wentworth; Solid Geometry: Books VI, VII and VIII—Wentworth; Astronomy: Young's Elements.

Paul Quinn.

FALL TERM—Latin: Livy and Prose Composition; Greek, Memorabilia and Composition; Solid Geometry, Wentworth.

WINTER TERM—Latin: De Senectute et De Amicitia; Greek: Homer's Iliad; Higher Algebra—University, Wentworth.

SPRING TERM—Latin: Odes of Horace; Greek: Homer's Odyssey; Higher Algebra—University, Wentworth.

STUDIES OF THE SOPHOMORE CLASS.

Lincoln.

FIRST SESSION—English: Philology; Milton's Paradise Lost. Latin: Cicero: Orations;Roman History. Greek: Xenophon: Anabasis. Mathematics: Algebra; Geometry: Wentworth, Books I and II. Bible: Historical Books of the Old Testament. History: English History (Green). Physical Geography: Guyot's Physical Geography. Physics: Dynamics; Mechanics; Hydraulics; Pneumatics. Philosophy: Elements of Psychology.

SECOND SESSION—English: English Composition; Milton, continued. Essays, both terms. Greek: Xenophon: Memorabilia. Latin: Virgil: Æneid: Mythology. Mathematics: Algebra and Geometry. Bible: Historical Books of the Old Testament. History: Green's English History, completed. Physical Geography: Guyot's Physical Geography, completed. Physics: Acoustics; Thermodynamics; Optics. Philosophy: Elements of Psychology.

Biddle.

FIRST TERM—Mathematics: Geometry, Wentworth; 2. Greek: Homer, Iliad, Books, I, II, III; 4. Grammar: Goodwin. Latin: Horace, Satires and Epistles; 4. Natural Science: Physics, Gage; 3. Bible, 1. Rhetoric, 2.

SECOND TERM—Mathematics: Geometry, Wentworth; 4. Greek: Xenophon's Memorabilia; 4. Grammar: Goodwin. Latin: Tacitus's Germania and Agricola; 4. Natural Science: Physics, Gage; 3. Botany, Wood; 3. Rhetoric, 2.

Fisk.

FALL TERM—Greek: Demosthenes' Oration on the Crown (D'Ooge), optional with Hebrew. Mathematics: Conic Sections (Peck); Calculus (Hardy). Rhetoric: The Forms of Discourse (Cairns), optional with Calculus. French: Grammar (Ketell's Elementary); Oral and Written Exercises; Translations. Optional with German as given in Junior year.

WINTER TERM—Latin: Livy (Chase & Stuart), optional with Hebrew. Mathematics: Calculus (Hardy). Civil Government: Civil Government in the United States(Fiske). French: Translations from French into English and from English into French.

SPRING TERM—Horace's Odes(Chase & Stuart), optional with Hebrew. Science: Botany(Gray); Herbarium with fifty specimens, required. French: Study of French Literature.

Howard.

FALL TERM—Physics; 3. Rhetoric; 2. Latin; 5. Mathematics; 5.

WINTER TERM—Physics; 3. Rhetoric; 2. Greek; 5. Mathematics; 5.

SPRING TERM—Physics; 3. Rhetoric; 2. Greek; 5. Latin; 5.

Shaw.

FIRST TERM—Latin. Greek,[optional]. Trigonometry. Bible Study. Chemistry. American Authors. Manual Training.

SECOND TERM—Latin. Greek,[optional]. Trigonometry. Bible Study. Chemistry. American Authors. Manual Training.

Atlanta.

FALL—Demosthenes' Olynthiacs and Philippics (Tyler)-5; Horace (Chase & Stuart)-4; Geometry (Wentworth)-5; Modern History (Schwill)-2; Elocution-1.

WINTER—Plato's Apology (Stock)-5; Tacitus' Agricola and Germania (Greenough)-4; Trigonometry (Wentworth)-5; Modern History-3.

SPRING—Prometheus Bound (Prickard)-5; Pliny's Letters (Platner)-4; Surveying, and Analytical Geometry (Wentworth)-5; Modern History-3.

Wilberforce.

FIRST TERM—Political Economy; Chapin's Wayland. Latin: Horace's Satires and Epistles, with original essays and discussions by the class. Greek: Euripides and Sophocles, one play each with lectures.

SECOND TERM—Latin: Selected letters of Pliny and Cicero, with lectures on Roman manners, customs and private life. Greek: Plato or Aristotle, with lectures on Greek philosophy and discussions by the class. Plane and Spherical Trigonometry; Loomis.

THIRD TERM—Latin: Plautus Captivi, with lectures on the development of Latin Comedy. Rapid Reading. Greek—Herodotus, with lectures on the Greek dialect. Surveying and Navigation. Analytical Geometry; Loomis.

Va. Normal and Collegiate.

FIRST TERM—Analytical Geometry; Wentworth. Livy; Lord. Xenophon's Anabasis; Harper and Wallace. Greek Prose Composition; Jones. French; Grandgent.

SECOND TERM—Plane Trigonometry; Wentworth. Cicero's De Senectute or De Amicitia; Kelsey. Anabasis and Homer's Iliad; Seymour. Greek Prose Composition. French.

THIRD TERM—Plane Trigonometry. Horace's Odes; Chase. Homer's Illiad; Seymour. French.

Leland.

Latin, Greek, Analytical Geometry, Physics.

Livingstone.

FIRST TERM—Greek: Homer's Iliad, Books II and III, Seymour; Exercises in Prose Composition. Goodwin's Grammar. Latin: Livy, Book XXI, Lord; Miller's College Prose Composition, Part I. English Literature; Painter. Trigonometry, Plane; Wentworth. Ancient History; Anderson.

SECOND TERM—Greek; Homer's Odyssey, Merriam's Phæacians of Homer, Selections from Herodotus, Prose Composition and Goodwin's Grammar. Latin; Livy, Book XXII, Lord; Cicero, De Amicitia, Lord; Miller's College Prose Composition, Part I, and Allen and Greenough's Grammar. Trigonometry, Spherical; Wentworth. English Literature; Painter.

Paul Quinn.

FALL TERM—Latin: Satires and Epistles of Horace. Greek: Herodotus. Plane and Spherical Trigonometry. Chemistry.

WINTER TERM—Latin; Cicero's Tusculan Disputations. Greek: Prometheus of Aeschylus. Structural Zoology; Orton. Surveying and Navigation.

SPRING TERM—Latin: Tacitus' Germania. Greek: Select Orations of Lysias. Systematic Zoology. Conic Sections.

STUDIES OF THE JUNIOR CLASS.

Lincoln.

FIRST SESSION—English: Rhetoric; Trench on Words. Latin: Horace; Versification. Greek: Xenophon; Memorabilia. Mathematics: Algebra and Geometry. Bible: Historical Books of Old Testament. Physics: Electricity. Chemistry: Non-Metals. Physiology: Osseous, Respiratory and Muscular Systems. Philosophy: McCosh's Logic.

SECOND SESSION—English: English Literature to Shakespeare; Hamlet; Elocution. Essays, both terms. Latin: Tacitus; Germania. Greek: Homer; Odyssey. Mathematics: Trigonometry; General Formulæ and Solution of Triangles. Bible: Historical Books of the Old Testament. Physiology: Circulation, Digestion, Secretion, Nervous System and Special Senses. Chemistry: Metals and Chemistry of the Hydrocarbons. Philosophy; McCosh's Logic.

Biddle.

FIRST TERM—Mathematics: Plane Trigonometry and Analytical Geometry, 3. Greek: Plato, Apology and Crito, 4. Grammar. Natural Science: Astronomy; Young, 4. Rhetoric: Genung, 2. German: 2.

SECOND TERM—Mathematics: Surveying, 2. Greek: Greek Text, Gospel of Mark, Vocabulary of N. T. Words, N. T. Grammar, (Buttmann), 4. Natural Science: Physical Geography; Maury, 4. English Literature: 2. Rudiments Psychology: Steele, 2. German, 2.

Fisk.

FALL TERM—Latin: Tacitus, Germania or Agricola; Allen. Horace's Epistles and Satires. Optional with Homiletics. Text Book and Exercises. Science: Physics; Carhart & Chute. German: Grammar; Joynes-Meissner. Elementary Reader; Super. Optional with Old Testament studies, using Hebrew Bible. Introduction and exposition.

WINTER TERM—Greek: Antigone of Sophocles; D'Ooge. Optional with New Testament Studies; Gospels and Acts. German: Grammar; Joynes-Meissner. Elementary Reader; Super. Optional with Old Testament studies continued. Science: Physiology and Hygiene; Walker,

SPRING TERM—Study of Greek Literature: Translated Classics. Optional with New Testament studies continued. German: Grammar; Joynes-Meissner. Selected Texts. Optional with Old Testament studies continued. Science: Astronomy; Todd.

Howard.

FALL TERM—*Chemistry*, 3; *Junior Themes*, 2;* Latin, 5; French or German, 4; Advanced Physics or Chemistry, 2-3; Physiology, 5; Zoology, 4; English Literature, 3; History, 3; Elocution, 2; Mineralogy, 2; Pedagogy, 3.

WINTER TERM—*Chemistry*, 3; *Junior Themes*, 2;* Greek, 5; French or German, 4; English Literature, 3; History, 3; Logic, 3; Advanced Physics or Chemistry, 2-3; Botany, 4; Elocution, 2; Pedagogy, 3.

* Studies in *italics*, required. From the other electives sufficient to make a total of 15 hours a week to be chosen.

SPRING TERM—*Chemistry*, 3; *Junior Themes*, 2; Greek or Latin, 5; French or German, 4; English Literature, 3; History, 3; Advanced Physics or Chemistry, 2-3; Botany, 5; Astronomy, 5; Mathematics, 5; Elocution, 2; Biology, 4; Pedagogy, 3.

Shaw.

FIRST TERM—Psychology, Physics, English Literature, Bible Study, German or French, Manual Training.

SECOND TERM—Psychology, Physics, English Literature and Botany, Bible Study, German or French, Manual Training.

Atlanta.

FALL—Chemistry (Remsen)-3. Laboratory Practice, triple periods-2. German-5. Economics (Hadley)-4. English Literature-3.

WINTER—Chemistry-3. Laboratory Practice, triple periods-2. German-5. Economics-4. English Literature-2. Elocution-1.

SPRING—Astronomy (Young)-5. Pedagogics-3. German-3. Political Science (Wilson)-4. Rhetoric-2.

Wilberforce.

FIRST TERM—Latin: Tacitus; Germania and Agricola (Elective with German). Greek: Demosthenes; De Corona (Elective with French). Natural Philosophy: Gage's Principles. Zoology: Orton.

SECOND TERM—Latin: Quintilian, Book X; (Elective with German). Greek: Aristophanes; (Elective with French). Natural Philosophy: Gage's Principles. Zoology: (half term) Orton. Chemistry (half term).

THIRD TERM—Lucian or Catullus (Elective with German). Greek; Pindar; (Elective with French). Logic: McCosh. Chemistry.

Va. Normal and Collegiate.

FIRST TERM—Spherical Trigonometry: Wentworth. Logic: Jevons-Hill. Demosthenes' De Corona, D'Ooge. German: Collar.

SECOND TERM—Plane Surveying; Wentworth. Physics; Avery. Plato's Apology; Dyer. German.

THIRD TERM—Plane Surveying. English Literature; Shaw. German. Greek Testament; Westcott and Hort. Physics: Avery.

Leland.

Rhetoric, Logic, English Literature, Greek, Physics, Physiology, Astronomy.

Livingstone.

FIRST TERM—Greek: Demosthenes on the Crown; D'Ooge; Prose Composition and Grammar with special reference to Goodwin's Moods and Tenses of Greek Verb. Latin: Plautus; Morris. Horace: Chase and Stuart; Prose Composition and Grammar. Physical Geography; Maury's Manual. Modern History: Anderson. Surveying, Navigation: Wentworth. Logic: McCosh.

SECOND TERM—Greek: Plato's Apology and Phædo with Prose Composition and Grammar, with reference to Goodwin's Moods and Tenses. Latin: Horace; Chase and Stuart with Prose Composition and Grammar. Modern History: Anderson. Chemistry: Storer and Lindsay. Logic:

McCosh. Integral Calculus; Wentworth.

Paul Quinn.

FALL TERM—Astronomy. Greek: Demosthenes De Corona. Rhetoric: Hart. Geology: Dana.

WINTER TERM—History of Civilization; Guizot. Rhetoric. Geology.

SPRING TERM—History of Civilization. Logic: True. Philosophy. Mechanics.

STUDIES OF THE SENIOR CLASS.

Lincoln.

FIRST SESSION—English: English Literature; Essays and Reviews. Latin: Selections from various authors. Greek: Plato; Crito. Mathematics: Trigonometry, completed, and Surveying. Bible: Historic Books of the Old Testament. Geology: Lectures. Psychology: Cognition; the Emotions. History: Philosophy of History; Great Events of World History.

SECOND SESSION—English: English Literature, American Literature; Elocution. Essays, both terms. Latin: Prose Composition; Thesis. Greek: Plato; Lysias, Greek New Testament. Mathematics: Analytic Geometry. Bible: Poetical Books; Gospels and Acts. Astronomy: Lectures. Psychology: The Will; Ethics. Political Science: Political Economy; Sociology. History: Philosophy of History; Great Events of World History

Biddle.

FIRST TERM—Greek: New Testament, Acts; Grammar, Goodwin; Vocabulary of N. T. Words, 1. Natural Science: Chemistry, Williams, 4. Political Economy, 2. Logic: Jevons, Hill, 2. Mental Philosophy: Haven, with Lectures, 1. English Literature, 1. Evidences of Christianity; Barrows, 3. German, 1.

SECOND TERM—Greek: Acts completed, Vocabulary of N. T. Words, N. T. Grammar, (Buttmann) New Testament, 2. Zoology: Steele, 4. Civil Government, Thorpe, 1. Ethics: Robinson, 2. Mental Philosophy: Haven, with Lectures, 1. Science and Religion; Frazer, 3. German, 2.

Fisk.

FALL TERM—Psychology: Elements of Psychology; Hill. English Literature: Introduction to English Literature; Pancoast. Science: Chemistry; Storer & Lindsay, with laboratory practice.

WINTER TERM—Logic: The Elements of Logic; McCosh. Political Economy: Advanced Course; Walker. Science: Zoology, Packard; Mineralogy, Dana, with blow-pipe determinations.

SPRING TERM—Ethics: The Science of Obligation; Fairfield. Political Economy: Advanced Course, (Walker) completed. Science: Geology, (Dana) with blow-pipe determinations and field-work.

Howard.

FALL TERM—*Mental Philosophy*, 5; *Senior Themes*, 2; French or German, 4; Advanced French or German, 2-3; Mathematics, 4; Advanced Chemistry or Physics, 2-3; Constitution of the United States, 3. Geology, 5.

WINTER TERM—*Moral Philosophy*, 5; *Natural Theology*, 5; *Senior*

Themes, 1; French or German, 4; Advanced French or German, 2-3; Advanced Chemistry or Physics, 2-3; International Law, 4.

SPRING TERM—*Political Economy*, 5; *Evidences of Christianity*, 5; *Senior Themes*, 1; French or German, 4; Advanced French or German, 2-3; Advanced Chemistry or Physics, 2-3.

Also all Junior electives not previously taken.

Shaw.

FIRST TERM—Logic, Political Economy, American Literature, German or French, Botany and Geology, Bible Study, Manual Training.

SECOND TERM—Ethics, Astronomy, American Literature, German or French, Geology, Bible Study, Manual Training.

Atlanta.

FALL—Physics (Carhart)-3. Laboratory Practice, triple periods-2. Psychology (James)-5. Sociology (Mayo-Smith)-4. Biblical Literature-3.

WINTER—Physics-3. Laboratory Practice, triple periods, 2. Ethics (Muirhead)-3. Sociology-4. Biblical Literature-4. Elocution-1.

SPRING—Geology (Scott)-4. Mineralogy (Crosby)-1. Pedagogics-3. Sociology-4. Greek Testament-5.

Wilberforce.

FIRST TERM—Astronomy: Young. Mental Philosophy (three periods); Haven. Ethics (two periods). Theism: Foster.

SECOND TERM—Mental Philosophy, (½ term, three periods); Haven. Ethics (½ term, two periods). English Literature: Painter. Geology, including Mineralogy; Dana.

THIRD TERM—English Literature: Painter. Geology: Dana. History of Civilization: Guizot.

Va. Normal and Collegiate.

FIRST TERM—Psychology: Hill. Chemistry: Shepard. Classical English Readings: Theses.

SECOND TERM—Political Economy: Laughlin. Moral Philosophy: Peabody. Geology: Leconte. Classical English Readings: Theses.

THIRD TERM—Christianity and Science: Peabody. International Law: Gallaudet. Astronomy: Todd. Theses.

Leland.

Psychology, Moral Science, Christian Evidences, History of Civilization, Political Economy, Chemistry, Geology.

Livingstone.

FIRST TERM—Greek: Aeschylus, Prometheus Bound (Wecklein), Exercises in Prose Composition. Latin: Tacitus, Germania and Agricola (Allen), Exercises in Prose Composition. Mental Philosophy: Mahan. Geology; Davis' Manual. Politlcal Economy: Thomson.

SECOND TERM—Greek; Aeschylus. Prometheus Bound (Wecklein), Exercises in Prose Composition. Latin: Juvenal, Satires, I, II and X (McLean's Edition). Moral Phylosophy; Janet. Christian Evidences. Biology. Reviews and Final Examinations.

Paul Quinn.

FALL TERM—American Literature. Philosophy; Acoustics and Optics. Mental Philosophy: Haven.

WINTER TERM—English Literature. Philosophy; Magnetism and Electricity. Moral Philosophy: Gregory. Political Economy; Lectures.

SPRING TERM—English Literature. Philosophy of History. Moral Philosophy.

If we combine these studies in tabular form and assume that 15 to 17 hours per week of recitations represents the work of an average student, we get the following table. In the case of schools which do not publish the exact proportion in which their time is divided among the subjects catalogued, the most probable division according to school customs has been assumed by the editor, so that the table is only approximately correct. The errors, however, are probably small and unimportant:

APPROXIMATE DISTRIBUTION OF WORK IN NEGRO COLLEGES.

FRESHMEN.—(Hours of recitation per week for the year.)

	Howard.	Fisk.	Atlanta.	Wilberforce.	Leland.	Paul Quinn.	Biddle.	Shaw.	Va. N. & C.	Livingstone.	Lincoln.
Latin	4⅓	5	4	5	5	5	4	4	5	4	4
Greek	4	5	5	5	5	5	4	4	5	4	4
Mathematics	5	5	5	5	5	5	4	4	5	4	4
English	2	.....	1	.....	.....	.....	1	1	.....	2	3
Other studies	⅔	.....	2	.....	.....	.....	4	3	1	2	1

SOPHOMORES.—(Hours of recitation per week for the year.)

	Howard.	Fisk.	Atlanta.	Wilberforce.	Leland.	Paul Quinn.	Biddle.	Shaw.	Va. N. & C.	Livingstone.	Lincoln.
Latin	3⅓	3⅓	4	5	4	4	4	4	4	4	3
Greek	1⅓	3⅔	5	5	4	4	4	.....	4	4	3
Mathematics	3⅓	3	5	3⅓	4	4	3	4	4	4	3
English	2	.....	⅓	.....	.....	.....	2	3	.....	3	1
History	.....	.....	2⅔	.....	.....	.....	.....	.....	.....	2	2
Natural Science	3	1⅔	.....	.....	4	4	3	4	.....	.....	2
Civics	.....	1⅓	.....	1⅔	.....	.....	.....	.....	.....	.....	.....
Modern Language	.....	5	.....	.....	.....	.....	.....	.....	4	.....	.....
Other studies	.....	.....	.....	.....	.....	.....	½	½	.....	.....	3

JUNIORS.—(Hours of recitation per week for the year.)

Latin	*	1⅔		4						4	3
Greek	*	3⅓		4	4	4	4		4	4	3
Mathematics	*						2½		4	2	3
English	2*		2⅔		4	3	2	3			2
History	[3]*					2				2	
Natural Science	3*	5	5	6⅔	6	5⅓	4	5	2⅔	3	3
Political Science			4								
Modern Language	[4]*	5	4⅓				2	4	4		
Psychology and philosophy				1⅓	2	2	1	4	1⅓	2	3
Other Studies	[3]*		1					½			

*Ten additional hours to be chosen from these. The figures in brackets indicate a probable course.

SENIORS.—(Hours of recitation per week for the year.)

Latin										3	3
Greek			1⅔				1½			3	3
Mathematics	*										3
English	1⅓	1⅔	⅓	3⅓		5	½	3	4		1
History					2						2
Natural Science	[3] *	5	5	5	4	3⅓	4	4	4	4	2
Political Science	[2] 1⅔*	3⅓	4	1⅔	4	2⅔	1½	2	3	2	
Modern language	*						1½	3			
Psychology, &c.,	6⅔	5	2⅔	4	6	5	6	4	5	4	2
Other Studies			3⅓					½			½

*5⅓ hours of electives to be chosen from these. The figures in brackets indicate a probable course.

Reducing this table to still more comprehensible terms we have as a rough approximation:

AT	Studies of four College years.						
	College Preparartoy. course of	English.	Modern Languages.	Ancient Languages.	Natural Science.	Political Science, History and Philosphy.	Mathematics.
Howard	4 years	1- 8	1-16	1-4	1-8	1-4	1-16
Fisk	3	1-30	1-6	1-3	1-5	1-6	1-8
Atlanta	3	1-16	1-13	1-3	1-6	1-4	1-7
Wilberforce	3	1-18	.....	1-2	1-5	1-9	1-7
Leland	4	1-15	.....	1-3	1-4	1-5	1-7
Paul Quinn	3	1-20	1-20	1-3	1-5	1-5	1-7
Biddle	2	1-12	1-12	1-3	1-6	1-7	1-6
Shaw	2	1-6	1-8	1-5	1-5	1-6	1-8
Va. N. & C	2	1-15	1-8	1-3	1-9	1-7	1-5
Livingstone	3	1-10	.....	1-2	1-9	1-10	1-6
Lincoln	.....	1- 7	.....	2-5	1-9	1-9	1-5

i. e., at Atlanta University, students, after a three years preparatory course, take a college course of 136 weeks. (cf. p.17.) Of this time one-sixteenth or 8½ weeks is devoted to English, one-thirteenth or 10½ weeks to Modern languages, one-third or 45 weeks to Ancient languages, one-sixth or 28 weeks to Natural Science, one-quarter or 34 weeks to Political Science and Philosophy, and one-seventh or 19½ weeks to Mathematics.

Of the equipment of these colleges these are few data for comparison. Some, like Howard, Fisk, Atlanta and Lincoln, are very well housed, and nearly all have fairly comfortable quarters. Few, if any, have teachers who devote themselves to college work exclusively; some have labratories for natural science work; the library facilties are reported as follows:

Lincoln—15,750 volumes.
Howard—13,000 "
Atlanta—11,000 "
Biddle—10,500 "
Fisk—6,632 "
Wilberforce—5,500 "
Paul Quinn—1,000 "

4. *Negroes in Other Colleges.* Negroes have attended northern colleges for many years. As early as 1826, one was graduated from Bowdoin College and from that time till today nearly every year has seen other such graduates. They have of course met much color prejudice. Fifty years ago very few colleges would admit them at all. Even today no Negro has ever been admitted to Princeton, and at Yale and some other leading institutions, they are rather endured than encouraged. At Harvard and most of the

western institutions, black men have for many years been made welcome, received in the social life of the college to some extent, and in general treated as men. Oberlin was the great pioneer in the work of blotting out the color-line in colleges, and has more Negro graduates by far than any other northern college. The colleges in the order of the number of Negroes graduated are as follows:

Among the Larger Universities:

Harvard, 11.
Yale, 10.
University of Michigan, 10.
Cornell, 8.
Columbia, 4.
University of Pennsylvania, 4.
Catholic University, 3.
University of Chicago, 2. (?)
Leland Stanford, 2. Total, 54.

Among Colleges of Second Rank:

Oberlin, 128.
University of Kansas, 16.
Bates College, 15.
Colgate University, 9.
Brown, 8.
Dartmouth, 7.
Amherst, 7.
Ohio State University, 7.
Bucknell University, 7.
Williams, 4.
Boston University, 3.
University of Minnesota, 3.
Indiana University, 3
Adelbert College, 3.
Beloit College, 3.
Colby University, 3.
State University of Iowa, 2.
University of Nebraska, 2.
Wesleyan University (Conn.), 2.
Radcliffe College, 2.
Wellesley College, 2.
Northwestern University, 1.
Rutgers College, 1.
Bowdoin College, 1.
Hamilton College, 1.
New York University, 1.
University of Rochester, 1.
University of Denver, 1.
De Pauw University, 1.
Mount Holyoke College, 1.
Vassar College, 1 Total, 246.

Among Other Colleges:

University of South Carolina, 10. (?)
Geneva College, 9.
Hillsdale College, 7.
LaFayette College, 6.
Iowa Wesleyan, 4.
Dennison University, 4.
Baldwin University, 4.
Western University of Penna., 3.
Hiram College, 3.
Wittenberg College, 3.
Butler's College, 3.
Westminster College, 3.
St. Stephen's College, 3.
Antioch College, 3.
Tabor College, 2.
Knox College, 2.
Washburn College, 2.
Adrian College, 2.
Washington & Jefferson College, 2
Ohio Wesleyan University, 2.
Lombard College, 1.
Otterbein College, 1.
S. W. Kansas College, 1.
Allegheny College, 1.
Olivet College, 1.
Albion College, 1.
University of Idaho, 1.
Iowa College, 1.
Upper Iowa University, 1.
University of Omaha, 1.
McKendree College, 1.
Illinois College, 1.
Ohio University, 1. Total, 90.

Grand Total, 390.

If we divide these graduates among the sections of the country, we have:

Middle West, 250,
New England, 78,
Middle Atlantic States, 44,
South, 10,
Border States, 3,
Pacific States, 5.

Most of the colleges addressed confined themselves in answering to a simple list of graduates; some, however, added information as to the character of black students which is of considerable value, being unsolicited. From the University of Kansas we learn (January, 1900):

"I am pleased to state that this year we have twice as many colored

students in attendance at the University as ever before. In all, twenty-eight. The rule is that no student shall be allowed to take more than three studies. If he fails in one of the three, it is a "single failure;" in two of the three, a "double failure." The latter severs the student's connection with the University. There are 1,090 students in attendance at the present time. The semi-annual examination was held last week, and as a result, there are two hundred "single failures" and eighty "double failures." The gratifying part of it is that *not one* of the twenty-eight colored students is in either number."

From Bates College, Scranton, Me., President Chase writes (February, 1900): "We have had about a dozen colored people who have taken the full course for the degree of A. B. at Bates College, one of them a young woman. They have all of them been students of good character and worthy purpose." One was a "remarkably fine scholar, excelling in Mathematics and Philosophy;" he was "one of the editors of the *Bates Student* while in college." Another was "an honest industrious man of good ability, but of slight intellectual ambition." A third "was a good scholar, especially in Mathematics." A fourth graduated "with excellent standing. He was a good all-around scholar, but excellent in the classics." A fifth "acquired knowledge with difficulty." A sixth did work "of a very high order," etc. The secretary of Oberlin writes (February, 1900) in sending his list: "It is a list containing men and women of whom we are proud." Colgate University, New York, writes of a graduate of '74 as "a very brilliant student who "was graduated second best in his class. It was believed by many that he was actually the leader." A graduate of Colby College, Maine, is said by the Librarian to have been "universally respected as a student, being chosen class orator." Wittenberg College Ohio, has two colored graduates; "they were both bright girls and stood well up in their respective classes." A Negro graduate of Washburn College, Kansas, is said by the chairman of the faculty to be "one of the graduates of the college in whom we take pride." The Dean of the faculty of Knox College, Ill., writes of two Negro students, Senator Bruce, of Miss., and another, who graduated and was remembered because of "his distinguished scholarship." A black student of Adrian College, Mich, "was one of the best mathematicians I ever had in class," writes a professor. Adelbert College, of the Western Reserve University, Ohio, has a Negro graduate as acting librarian, who is characterized as "one of the most able men we know;" while of another it is said, "we expect the best." Lombard University, Ill., has "heard favorable reports" of its single Negro graduate. The Dean of the State University of Iowa writes (December, 1899) of a graduate of '98, "He distinguished himself for good scholarship, and on that ground was admitted to membership in the Phi Beta Kappa society. He is a man of most excellent character and good sense, and I expect for him, a very honorable future. He won the respect of all his classmates and of the faculty. As president of the Phi Beta Kappa Society, I received him into membership with very great pleasure as in every way worthy of this honor. We have three colored people in the university at present

two in the collegiate department, and one in law. You are aware that we have but a small colored population in Iowa. In all cases, colored young men in the university receive the very best treatment from instructors and students."

The first American Negro to graduate from an American college, so far as we have been able to learn, was John Brown Russwurm, of Bowdoin College, Maine, class of 1826. His career is so interesting that we produce his whole life here rather than later. *

"John Brown Russwurm was born in 1799 at Port Antonio in the island of Jamaica of a Creole mother. When eight years old he was put at shool in Quebec. His father meanwhile came to the United States and married in the District of Maine. Mrs. Russwurm, true wife that she was, on learning the relationship, insisted that John Brown, (as hitherto he had been called) should be sent for and should thenceforth be one of the family. The father soon died, but his widow proved herself a faithful mother to the tawny youth. She sent him to school, though in consequence of existing prejudices it was not always easy to do so. She procured friends for him.

Marrying again, she was careful to stipulate that John should not lose his home. Through his own exertions, with some help from others, he was at length enabled to enter college and to complete the usual course. It should be remembered to the credit of his fellow-students in Brunswick, that peculiar as his position was among them, they were careful to avoid everything that might tend to make that position unpleasant. From college he went to New York and edited an abolition paper. This did not last long. He soon became interested in the colonization cause, and engaged in the service of the society. In 1829 he went to Africa as superintendent of public schools in Liberia, and engaged in mercantile pursuits at Monrovia. From 1830 to 1834 he acted as colonial secretary, superintending at the same time and editing with decided ability the *Liberia Herald*. In 1836 he was appointed governor of the Maryland colony at Cape Palms, and so continued until his death in 1851. With what fidelity and ability he discharged the duties of this responsible post may be gathered from the following remarks of Mr. Latrobe, at the time president of the Maryland Colonization Society. He was addressing the board of managers: "None knew better," he said, "or so well as the board under what daily responsibilities Governor Russwurm's life in Africa was passed, and how conscientiously he discharged them; how, at periods when the very existence of the then infant colony depended upon its relations with surrounding tribes of excited nations, his coolness and admirable judgment obviated or averted impending perils; how, when the authority and dignity of the colonial government were at stake in lamentable controversies with civilized and angry white men, the calm decorum of his conduct brought even his opponents over to his side; how, when popular clamor among the colonists called upon him as a judge to disregard the forms of law and sacrifice an offending individual in the absence of legal proof, he

* From the History of Bowdoin College, pp. 352–54.

rebuked the angry multitude by the stern integrity of his conduct; and how, when on his visit to Baltimore in 1848 he was thanked personally by the members of the board, he deprecated the praise bestowed upon him for the performance of his duty, and impressed all who saw him with the modest manliness of his character and his most excellent and courteous bearing." Resolutions expressing similar sentiments, and the highest approval of his administration were passed by the board. Dr. James Hall, a graduate of the Bowdoin Medical school, the friend of Russwurm, and his predecessor in the chief magistracy of African Maryland, has delineated him with apparent candor. I condense the picture. A man of erect and more than ordinary stature, with a good head and face and large, keen eye. In deportment always gentlemanly. Of sound intellect, a great reader, with a special fondness for history and politics. Naturally sagacious in regard to men and things, and though somewhat indolent himself, exceedingly skilful in making others work. A man of strict integrity, a good husband, father, master, and friend, and in later life a devoted member of the Protestant Episcopal Church. He married a daughter of Lieut.-Gov. McGill of Monrovia, and was succeeded in his office at Cape Palmas by his brother-in-law, Dr. McGill. He left three sons and a daughter. Honor to the college which, disregarding a general but illiberal prejudice, admitted to its privileges this member of a proscribed caste! Honor especially to the memory of him who turned to so good account his discipline at Brunswick!"

Boston University writes of one graduate as "a fine fellow." He is now doing post-graduate work at Yale and the agent of the Capon Springs Negro Conference writes (November, 1900) that "I continually hear him mentioned in a complimentary way. On the other hand, two Negro boys were in the Freshman class not long ago and were both conspicuously poor scholars." Otterbein University, Ohio, has a graduate who "was a most faithful and capable student." The Dean of Dartmouth College, N. H., writes (December, 1899) of their graduates: "The last two or three are hardly established in business yet, but the others are doing remarkably well. These men have been in each case fully equal to if not above the average of their class. We have been very much pleased with the work of the colored men who have come to us. They have been a credit to themselves and their race while here and to the College since graduation. I wish we had more such." The President of Tabor College, Ohio, says of two colored graduates: "They are brainy fellows who have done very much good in the world." A graduate of Southwest Kansas College "was one of the truest, most faithful and hard-working students that we have ever had." One of the most prominent Methodist ministers in Philadelphia said to the President of Alleghany College, Pa., speaking of a colored graduate, "Any college may be proud to have graduated a man like him." The University of Idaho graduated in '98 a young colored woman of "exceptional ability." Westminster College, Pa., has graduated two Negroes; "Both were excellent students and ranked high in the estimation of all who knew them." Of a graduate of Hamilton College, N. Y., the Secre-

tary says: "He was one of the finest young men we have ever had in our institution. He was an earnest and consistent Christian, and had great influence for good with his fellow students. No one ever showed him the slightest discourtesy. On leaving college, he spent three years in Auburn Theological Seminary—was licensed to preach by one of our Northern Presbyteries and then went to Virginia—near Norfolk, where he built a church and gave promise of great usefulness, when, about two years ago, he suddenly sickened and died. He had many friends in Clinton outside of the College. He prepared for college in the Clinton Grammar School. On leaving the school for college the wife of the Principal of the school made to me the remark, that it seemed as if the Spirit of the Lord had departed from the school. I received him into the church and was his pastor for a number of years. Everybody was his friend. Members of the Presbyterian Church of Clinton contributed to the erection of his church in Virginia, and the Sunday School has educated his sister. His untimely death caused deep sorrow in this community where he was greatly beloved. We felt that he was destined to become a power for good among his people in the South."

At the larger colleges the record of Negro students has, on the whole, been good; at Harvard several have held scholarships, and one a fellowship; there has been one Phi Beta Kappa man, one class orator, two commencement speakers, three masters of arts and one doctor in philosophy. In scholarship the eleven graduates have stood: Four good; three fair; two ordinary; and two poor. At Brown one of the most brilliant students of recent years was a Negro; he was among the Junior eight elected to the Phi Beta Kappa. At Amherst the record of colored men has been very good, both in scholarship and athletics. A colored man captained the Amherst football team one year and he is now one of the chief Harvard football coaches. At Yale and Cornell colored men have held scholarships and some have made good records.

Among the women's colleges the color prejudice is much stronger and more unyielding. The Secretary of Vassar writes (December. 1900) "We have never had but one colored girl among our students, and as no one knew during her course that she was a Negro there was never any discussion of the matter. This young woman graduated from the college, and although it is now well known that she is a Negro, the feeling of respect and affection that she won during her college course has not been changed on the part of those who knew her here. There is no rule of the college that would forbid our admitting a colored girl, but the conditions of life here are such that we should hesitate for the sake of the candidate to admit her and in fact should strongly advise her for her own sake not to come."

Barnard College, N. Y., the new woman's adjunct of Columbia, says (December, 1900): "No one of Negro descent has ever received our degree, and I cannot say whether such a person would be admitted to Barnard as the question has never been raised, but there is nothing in our regulations that excludes anyone of any nationality or race." Wells College and Elmira College, N. Y., both agree in saying that they never have had

Negro students and "do not know what would be the policy of the Board of Trustees if such a person should make application for admission." A prominent Southern institution, the Randolph-Macon Woman's College, of Lynchburg, Va., writes frankly: "We entirely favor the education of Negroes to any degree they may wish but are not prepared to enter upon that work ourselves. We believe that in all boarding schools and colleges the races must, for the good of both, be educated separately."

In the West the sentiment is more favorable. The President of Rockford College, Ill., writes: "I think that no one of Negro decent has ever received the bachelor's degree from this college. In 1889-'90, such a lady came here from St. Louis. This one was here only about two years, I believe. She afterward married. Persons of Negro descent, if able to meet our requirements, would be received here. So far as I know, however' this is the only such student that we have had; but before she left us, she had made herself very popular with her fellow students."

The trustees of Mills College for women, in Alameda County Cal., "decided some years ago that it was not best for us to receive such students." In New England there is usually no barrier, although Mount Holyoke puts the statement negatively: "We do not refuse admission to colored persons, but we seldom have application for this class of candidates." They have one Negro graduate from Smith College, we learn: "Our first colored student graduated last year with the degree of A. B. * * * * * We also have two students of Negro descent in our present Senior class. No person is refused admission to Smith on account of color, provided she is able to meet our requirements for entrance. Miss ——— was an excellent student, and very popular."

Wellesley has had quite a number of colored students, of whom two graduated. "Both these young women had more than average ability and one did brilliant work." Radcliffe College, the Harvard "annex," has two colored graduates who are well spoken of.

In all Northern institutions there have appeared from time to time, black students as well as white who lacked ability to do the required work. The Negroes of this sort are of course always conspicuous. It is naturally much easier to convince an average American group of a Negro's inferior attainments than of any unusual ability in any line. So that one such student has often done more by his failure to form public opinion than several others by their success. Then too, there has been in some instances. a tendency to coddle black students simply because they were black; in some cases scholarships have been granted them, and pass marks given which in strict competition they did not earn. Of course these cases are more than balanced by the opposite kind, where the prejudice and unconscious bias of students and instructors have made life so intolerable for some lonely black student that he has given up in despair, or done far poorer work than he might have done. In the older institutions all these phases are now passing away and the black student is begining to be received simply as a student, without assumptions as to his ability or deserts until he has given évidence in his work and character.

Beside the Negroes who have graduated from these colleges there have been a large number who have pursued a partial course but taken no degree. They have dropped out for lack of funds, poor scholarship and various reasons. Then, too, many institutions having no graduates have promising candidates at present. The registar of the University of Illinois informs us "that so far, no Negro has ever been graduated from the University of Illinois. One member of our present Senior class is a Negro, and he will doubtless be graduated next June. He is a good scholar, and is very much respected in the University. He is this year the editor of the student's paper."

Wabash College, Ind., "has had frequently colored students enrolled in her classes, but none have completed their course. We have at present, two colored students in attendance at college."

Dickinson College, Penn., "has never conferred a degree upon a Negro. We have two, at present time, in attendance at the College: one, Miss ——, a member of the Freshman class, and the other, Mr. ———, a member of the Junior class and one of the brightest scholars and most highly esteemed gentlemen in attendance at our institution."

The Universities of Wyoming, Montana and California, have all had at one time or another colored students. Syracuse University has three Negro students now, "especially bright and promising;" the University of Vermont dropped two colored members of the class of '97 "on account of inability to do the work." Wheaton College, Ill., has "had many colored students and some good ones, but no one of them has gained the degree of A. B."

Among the colleges who have never had any Negro students it is not easy to learn how many would actually refuse such students. Most of the replies are non-committal on this point, as in the case of John Hopkins—"No colored man has ever been a candidate for a degree here." So too, from Bryn Mawr they write: "President Thomas desires me to acknowledge the receipt of your letter, and to say that no person of Negro descent has ever applied for admission to Bryn Mawr College, probably because the standard of the entrance examinations is very high and no students are admitted on certificate."

The attitude of Princeton is thus defined (December, 1900): "The question of the admission of Negro students to Princeton University has never assumed the aspect of a practical problem with us. We have never had any colored students here, though there is nothing in the University statutes to prevent their admission. It is possible, however, in view of our proximity to the South and the large number of southern students here, that Negro students would find Princeton less comfortable than some other institutions. But I may be wrong in this, as the trial has never been made. There is, as I say, nothing in the laws of the college to prevent their admission."

In other places, usually smaller Western schools, the attitude is quite cordial: "Am sorry to say that we have no Negro graduates as yet," writes Carleton College, Minn. Whitman College, Washington, says; "We

should be glad to receive any Negroes if they were to apply, but there are few in this section of the country." The University of Oregon says the same thing.

To sum up then: Negroes have graduated from Northern institutions. In most of the larger universities they are welcome and have on the whole made good records. In nearly all the Western colleges they are admitted freely and have done well in some cases, and poorly in others. In one or two larger institutions, and in many of the large women's colleges, Negroes while not exactly refused admission, are strongly advised not to apply. The summer schools at Harvard, Clark and the University of Chicago have several Negro students.

5. *The Number of Negro Graduates.* According to the best information the Conference has been able to gather, the total number of Negro graduates has been as follows:

NEGRO COLLEGE GRADUATES:

1826—1	1860— 6	1874— 27	1888— 87
1828—1	1861— 3	1875— 25	1889— 85
1844—1	1862— 3	1876— 37	1890— 95
1845—1	1863— 1	1877— 43	1891— 99
1847—1	1864— 2	1878— 37	1892— 70
1849—1	1865— 5	1879— 48	1893—137
1850—1	1866— 1	1880— 50	1894—130
1851—1	1867— 4	1881— 54	1895—130
1853—3	1868— 9	1882— 39	1896—104
1855—1	1869—11	1883— 74	1897—128
1856—5	1870—26	1884— 64	1898—144
1857—1	1871—15	1885—100	1899—*57
1858—1	1872—26	1886— 94	
1859—1	1873—29	1887— 90	TOTAL, 2,209
			Class not given, 122
			GRAND TOTAL, - - - 2,331

* Partial Report.

100 graduates of colleges of doubtful rank are not included here; these and unknown omissions may bring the true total up to 2,500. By institutions and classes the figures in detail are as follows:

NEGRO COLLEGE GRADUATES, ACCORDING TO YEARS AND INSTITUTIONS.

(A.) THE LARGER UNIVERSITIES.

Name of College.	1820 to 1830.	1830 to 1840.	1840 to 1850.	1850 to 1855.	1855 to 1860.	1860 to 1865.	1865 to 1870.	1870 to 1875.	1875 to 1880.	1880 to 1885.	1885 to 1890.	1890 to 1895.	1895 to 1898.	Class Unk'n.	Total.
Harvard	...	...	...	...	...	...	...	1	.....	2	1	3	4	.....	11
Yale	...	...	...	...	...	...	...	1	.....	3	1	3	2	.....	10
Michigan	...	...	...	...	...	...	...	.....	.....	1	3	1	4	1	10
Cornell	...	...	...	...	...	...	...	.....	.....	.....	.....	1	3	4	8
Columbia	...	...	...	...	...	...	...	.....	1	1	.....	1	1	.....	4
Pennsylvania	...	...	...	...	...	...	...	.....	.....	.....	2	.....	2	.....	4
Catholic	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	3	.....	3
Chicago	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	2	2
Stanford	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	2	.....	2

(B.) COLLEGES OF SECOND RANK.

Oberlin	...	...	5	5	9	13	11	17	14	12	10	26	6	.....	128
University of Kansas	...	...	...	...	...	...	...	.....	.....	.....	2	4	10	.....	16
Bates	...	...	...	...	...	...	...	.....	.....	.....	.....	1	2	12	15
Colgate	...	...	...	...	...	...	...	.....	3	2	1	.....	.....	3	9
Brown	...	...	...	...	...	...	...	.....	.....	.....	1	2	2	3	8
Dartmouth	...	...	...	...	...	...	1	1	.....	3	.....	.....	2	.....	7
Amherst	...	...	...	...	...	...	...	.....	1	1	.....	3	2	.....	7
Bucknell	...	...	...	...	...	...	...	.....	1	1	3	.....	2	.....	7
Williams	...	...	...	...	...	...	...	.....	.....	.....	1	2	1	.....	4
Ohio State	...	...	...	...	...	...	...	.....	.....	.....	.....	2	5	.....	7
Boston University	...	...	...	...	...	...	...	.....	.....	.....	.....	3	.....	.....	3
University of Minnesota	...	...	...	...	...	...	...	.....	.....	1	.....	1	1	.....	3
Indiana	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	3	3
Adelbert	...	...	...	...	...	...	...	.....	.....	.....	.....	1	2	.....	3
Beloit	...	...	...	...	...	...	...	.....	.....	.....	.....	1	2	.....	3
Colby	...	...	...	...	...	...	...	.....	.....	.....	1	1	1	.....	3
University of Iowa	...	...	...	...	...	...	...	.....	.....	1	.....	.....	1	.....	2
University of Nebraska	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	2	.....	2
Wesleyan (Conn.)	...	...	...	...	...	2	...	.....	.....	.....	.....	.....	.....	.....	2
Radcliffe	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	2	.....	2
Northwestern	...	...	...	...	...	...	...	.....	.....	.....	1	.....	.....	.....	1
Rutgers	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	1	1
Bowdoin	1	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	1
Hamilton	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	1	1
New York University	...	...	...	...	...	...	...	.....	.....	.....	1	.....	.....	.....	1
Rochester	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	1	1
Denver	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	1	.....	1
DePauw	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	1	.....	1
Mt. Holyoke	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	1	.....	1
Wellesley	...	...	...	...	...	...	...	.....	.....	.....	2	.....	.....	.....	2
Vassar	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	1	.....	1

(C) OTHER COLLEGES.

uth Carolina														10	10
eneva							1	2	2	1	1		2		9
llsdale											4		3		7
Fayette														6	6
esleyan (Iowa)											1	1	1	1	4
nnison										1	1	1	1		4
ldwin														4	4
estern of Penn												1	2		3
iram														3	3
ittenberg													3		3
tler's											2		1		3
estminster							2	1							3
. Stephen's														3	3
ntioch											1		2		3
bor														2	2
nox														2	2
ashburn												1	1		2
lrian						1				1					2
ash. & Jeff												2			2
Wesleyan						1							1		2
mbard												1			1
terbein												1			1
W. Kansas														1	1
leghany											1				1
ivet												1			1
bion											1				1
niversity of Idaho													1		1
wa C											1				1
Iowa U													1		1
niversity of Omaha													1		1
cKendree												1			1
inois													1		1
io University														1	1

(D.) THE LARGER NEGRO COLLEGES.

COLLEGES.	Before 1876.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.*	Class Un'k.	Total.
Howard	11	5	4	1	5	4	7	.....	4	3	5	3	2	6	6	4	3	3	6	5	6	3	.....	.....	.....	.....	96
Fisk	4	...	2	2	4	6	6	1	7	5	15	3	6	5	13	12	12	6	15	7	12	15	9	10	14	.....	194
Atlanta	...	6	3	4	5	5	5	2	3	3	2	4	4	.....	3	3	5	.....	2	7	4	5	4	3	9	.....	94
Wilberforce	20	3	2	1	3	5	5	3	7	5	8	10	6	4	5	5	1	4	2	3	4	5	10	9	.....	.....	130
Leland	...	...	...	...	...	...	2	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1	.....	2	3	3	.....	16
Paul Quinn	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	5	.....	1	3	1	2	4	.....	.....	18
Biddle	...	1	5	3	4	4	4	4	3	4	6	9	3	4	5	4	7	6	11	10	13	11	8	11	.....	.....	140
Shaw	...	...	...	6	5	9	3	4	1	1	4	6	4	8	.....	14	.....	2	13	6	2	5	5	3	5	.....	106
Va. N. & C.	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	1	1	2	2	4	4	3	3	3	4	.....	.....	27
Livingstone	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	1	10	1	1	2	2	6	6	3	.....	2	4	.....	.....	38
Lincoln	92	13	15	4	7	8	7	12	21	23	33	33	30	25	17	9	22	26	25	43	34	22	28	28	1	38	616
Berea	...	1	...	1	...	1	1	.....	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....	1	20	29

* Partial reports only. The table for some of the colleges include the class of '99, others do not.

(E.) OTHER NEGRO COLLEGES.

Colleges.	Before 1876.	'76	'77	'78	'79	'80	'81	'82	'83	'84	'85	'86	'87	'88	'89	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	Class Un'k.	Total.
Allen													7			7	2	1	7								24
State Coll.. Del.																								2	4		6
Knoxville	1								2	2	1		1	5	4	3	1	1	2	3	2	3	4	9			44
Claflin								2	3	3	2	3	3	3	3	5		3	2	3	8	1		2			46
Clark									2		2	3	3	1	1	3	1		1	2			2				21
Philander Smith														1	3		9	1	1	1		1	3	9			29
Roger Williams			3		5	6			2	1	7	5	4		2	2	3	4	8	4	4	6	5	6			76
New Orleans				4		4		2		2				2	2		4		2	3	1	1	3				30
Georgia State																								1			1
Paine												2			2		4			1	2						11
Talledega																					2		2	1			5
Rust			1	1			6		3		3	2		1		1			5	3	2		2				30
Atlanta Baptist																							3	4			7
Arkansas Baptist																									4		4
Straight					4		1		2	1				1			1			1							11
Southland		3	4		3		2		1				1			1	1			1		1	1				19
Wiley										1				1				1	1		2		1	2			9
Branch, Ark						1	1				4	1			1							1					9
Lincoln Inst																				1		2	2	1			6
Bennett									1									1		1							3
Central Tennessee			1			5	5	1				4			3	3	4			1	2	4	2	10	1		46

Leaving out '99, for which we have but partial reports, it is plain th there is a steady increase of college-bred Negroes from decade to decad but not a large increase. There is today about one college trained pers in every 3600 Negroes.

The following table shows how the increase has been divided betwe Negro and white colleges:

NUMBER OF NEGRO GRADUATES FROM:

	Negro Colleges.	White Colleges.
Before '76	137	75
'76–80	143	22
'80–85	250	31
'85–90	413	43
'90–95	465	66
95–99	475	88
Class Unk.	58	64
Total,	1941	390

6. *Birthplace of College-bred Negroes.* We now come to consider the pe sonel of this group of persons with regard to birthplace, age, sex, et The returns for these particulars are only partial, and fuller for lat years than for earlier. They seem, however, to be fairly typical. First to birthplace:

BIRTHPLACE OF 650 COLLEGE-BRED NEGROES.

South Carolina, 95.	Indiana, 4.	Pennsylvania, 17.
North Carolina, 80.	Massachusetts, 3.	Missouri, 12.
Tennessee, 73.	West Virginia, 3.	Louisiana, 12.
Virginia, 60.	Iowa, 3.	Illinois, 11.
Georgia, 55.	New Jersey, 2.	District of Columbia,
Mississipi, 48.	Michigan, 2.	Texas, 9.
Alabama 34.	Rhode Island, 1.	Kansas, 9.
Ohio, 34.	Connecticut, 1.	New York, 5.
Kentucky, 25.	Vermont, 1.	Arkansas, 4.
Maryland, 17.	Colorado, 1.	Florida, 4.
	Delaware, 1.	

IN FOREIGN LANDS.

Hayti, 4.	West Indies, 3.	West Africa, 2.
	Ontario, 1.	

North	30
South	542
West	64
Abroad	10
Total	646

The division of birth-place according to three periods of time—an bellum, post-bellum period to 1880, and the time since—serves to show t development of the freedmen's sons:

BIRTHPLACE ACCORDING TO THREE PERIODS.

	1826–1865.	1865–1880.	1880–1900.
North	1	10	19
South	5	185	350
West	3	16	44
Foreign Lands	2	2	2

The most interesting question connected with birthplace is that of the migration of colored graduates—that is, where these men finally settle and work. If we arrange these 600 graduates according to sections where they were born and where they now live, we have this table:

MIGRATION OF COLLEGE GRADUATES.

Persons Born in:	Are now Living in:											
	A	B	C	D	E	F	G	H	J	K	L	M
A-New England	2	1	3	1	1	.....	.....	.....	.....	.....	.....	.....
B-N. Y., Pa., N. J.	1	10	5	1	1	.....	5	1	.....	1	.....	.....
C-Del., Md., Va., W. Va., Ky., Tenn., N. C., Mo., D. C	4	18	148	39	12	4	26	1	1	.....	1	.....
D-S. C., Ga., Fla., Miss., La., Ala.	3	8	35	159	6	1	26	.....	.....	.....	.....	1
E-Mich., Wis., Ill., O.	.....	2	7	4	9	1	5	.....	.....	.....	.....	1
F-N. & S. Dak., Minn., Neb., Iowa, Kan.	.....	.....	.....	4	.....	5	2	.....	.....	.....	.....	.....
G-Okl., Tex., Ark., Ind. Ter.	.....	.....	3	1	4	1	5	.....	.....	.....	.....	.....
H-Canada	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
J-Africa	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
K-West Indies	.....	3	3	2	.....	.....	2	.....	.....	2	.....	.....
L-Cal., Nev., Was., Ore.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
M-N. Mex., Ariz.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

This means that of 254 college-bred Negroes born in the border states (i. e. Del., Md., Va., Ky., Tenn., N. C., Mo., and D. C.) 148 or 58 per cent. staid and worked there; 39 or 15 per cent. went further south; 26 or 10 per cent. went southwest; 12 or 5 per cent. went to the middle west, etc. Or again:

Of 73 college graduates born north, 35 staid there and 38 went south.

Of 507 college graduates born south, 443 staid there and 62 went north.

These statistics cover only about one-fourth of the total number of graduates, but they represent pretty accurately the general tendencies so far as our observation has gone. It is therefore probably quite within the truth to say that 50 per cent. of northern born college men come south to work among the masses of their people, at a personal sacrifice and bitter cost which few people realize; that nearly 90 per cent. of the southern born graduates instead of seeking that personal freedom and broader intellectual atmosphere which their training has led them in some degree to conceive, stay and labor and wait in the midst of their black neighbors and relatives.

7. *Age of Graduates.* We may look at the age statistics of these graduates from several points of view. First we may consider the present ages of all, taken as a group:

PRESENT AGE 700 OF COLLEGE GRADUATES.

Years.		Ages.	
21—25	22	135	19 per cent.
26—30	113		
30—35	183	351	49½ "
35—40	168		
40—45	103	167	23½ "
45—50	64		
50—55	34	46	6½ "
55—60	12		
60—65	3	11	1½ "
65 and over	8		
Total	710		100 "

The two most important events in a college man's earlier life are his graduation and his marriage; if we compile these ages for men and women and add the ages of their consorts at marriage, we have the following tables:

AGE OF MALE COLLEGE GRADUATES.

Years.	Age at graduation. No.	Per ct.	Age at marriage. No.	Per ct.	Wife's age at marriage. No.	Per ct.
10-20	20	3	6	1.5	71	18.5
22-25	278	43	73	17	176	46
25-30	269	41.5	154	36.5	101	26
30-35	65	10	135	31.5	23	6
35-40	12	2	39	9	10	2.5
40-50	3	.5	18	4.5	3	1
50 and over	1		1		1	

AGE OF FEMALE COLLEGE GRADUATES.

Years.	Age at graduation. No.	Per ct.	Age at marriage. No.	Per. ct.	Husbands age at mar'ge. No.	Per ct.
10–15	1	1.5				
15–20	15	25	1	41		
20–25	32	52	12		7	32
25–30	10	16.5	11	39	8	34
30–40	3	5	4		3	
40–50			2	20	4	34
50 and over					1	

8. *Early Training.* There is little in the matter of early training that lends itself to statistical statement, but there is much of human interest. A number of typical lives are therefore appended which show in a general way the sort of childhood and youth through which these college-bred Negroes have passed. First as to the men:

MEN.

"My early life was spent in the schools of the American Missionary Association. I attended Beach Institute and finally Atlanta University."

"I attended the public schools in Augusta, Ga., and sold papers, brushed boots and worked in tobacco factories. While in college I taught school in summer time."

"Born in Springfield, Mass., where I attended the public schools, and acted as driver and hotel waiter. I attended Fisk University and during vacations taught school, worked in a sawmill, waited on table and acted as Pullman porter."

"My parents were old and poor and I worked my way through school and helped to support them by manual labor."

"I came to Texas with my parents about 1876, and attended the Galveston public schools. I then went to college assisted in part by my parents and in part by my own efforts. The expenses of the last two years were paid by a scholarship which I won by examination."

"I spent most my youth with my uncle, a merchant in Florence, S. C., where I attended the public school which was poor. I afterwards worked five years on my father's farm and finally went to college."

"I attended public schools in Virginia, working in white families morning and night for my board. I then worked my way through a normal course and finally through Hillsdale college."

"I was a farmer before going to school. My church conference sent me to school. My parents were poor and my mother died when I was but four years old."

"I came to Kansas when nine years old and lived on a farm until I was twenty, neither seeing or hearing from any of my relations during that time. In 1871, I went to Oberlin and began work in Ray's Third Part Arithmetic."

"I was born a slave in Prince Edward county, Va. I worked as a farmer and waiter and then went to Hampton Institute. After leaving Hampton I helped my parents a few years and then entered Shaw."

"I sold papers and went to school when a boy; I learned the brickmasons trade of my father. After graduating from the High School, I worked in the printing office of a colored paper, thus earning enough to go to college."

"I was born in Calvert county, Md., being one of seven children. We lived at first in the log-cabin which my father had built in slavery times. Soon we moved away from there and settled on a farm which my father commenced buying on shares. I went to school, worked on the farm and taught school until I was 22, when I entered Lincoln."

"I went to a private school at Thibodaux, La., about a year, and also to the Freedmen's school under the U. S. Government in 1864–65. Finally I entered New Orleans University."

"I was born in Crawford county, Ga. My father moved to Macon, then to Jones county, then back to Crawford county, then to the town of Forsyth, and finally to the State of Mississippi. I finally left home at the age of 16 and roamed about for 2½ years. I saved some money by work on a railroad and started to school."

"I was born in Tennessee, and lived there on a farm until I was 13. Then we went to Kansas, and finally to Arkansas, where I went to Philander Smith College."

"My parents, having been slaves, were poor. I was the fifth of ten children, and the task of educating all of us was a serious one for the family. My parents made every sacrifice, and at nine years of age I was helping by selling papers on the streets of Pittsburg, and colored papers among the Negroes on Saturday. After completing the common schools I worked as elevator boy and bootblack, and finally at the age of 15 was enabled to enter the engineering course of the Western University of Pennsylvania."

"I was born in Greene county, Ga., and lived on the farm until I was 17. My parents were poor and there were nine other children. I worked hard, saved my money, went to school, and finally entered Atlanta University."

"I was born in a stable; my father died when I was two years old. I blacked boots and sold sulphur water to educate myself until I was 18."

"My mother and father took me from Alabama to Mississippi, where my father joined the Union army at Corinth, leaving me with my mother, brother and sister. We went to Cairo, Ill., and then to Island No. 10. There mother and brother died and my sister sent me to Helena, Ark., in charge of an aunt. My father died during the siege of Vicksburg, and I was sent to the orphanage in Helena, which afterward became Southland College."

"My father died when I was 5, and my mother when I was 12, leaving me an orphan in the West Indies. At 14 I left home with a white man from Massachusetts. I went to school one year in Massachusetts, then shipped as a sailor and stayed on the sea ten years, and finally returning, started to school again."

"I was one of the two sons of a Methodist preacher, and had to struggle pretty hard to get an education; I left school at the age of thirteen, and could not return again until I was nineteen."

"My father was a lumber dealer, and when he died I went into partnership with my uncle in the same business in Carroll county, Md. Later I left home, worked five years on a farm in Michigan, and finally entered Baldwin University."

"I was born in Alton, Ill., in 1864. In 1871 we moved to Mississippi, and happening to visit my grandfather at Wilberforce, O., I begged him to let me stay there and enter school. He consented and by housework, taking care of horses and his help I got through school."

"I was born of slave parents who could neither read nor write. I had but five months regular schooling until I was seventeen years of age. Then I worked my way through a normal school in South Carolina., and thus gained a certificate to teach and helped myself on further in school.

"I was the son of a slave mother and her master. After emancipation a maternal uncle started me to school in Salisbury, N. C., which an army officer had organized. Afterward I entered Biddle and supported myself by teaching.

"Father died about my ninth birthday, so I attended the public schools and worked on the farm to assist mother earn a livelihood for herself and the four children. Late in my 'teens, after three months' day labor upon the farm, railroad, wood-chopping, etc., I entered Alcorn with the sum of $20.50. By working there I was enabled to remain in school six years, the last five of which I secured work as a teacher in Wilkerson county. The money I obtained was used by myself, my two brothers and a sister in common, as from time to time each joined me in college. Mother would accept very little of our earnings for herself, lest we might be deprived of an education."

"I was born and reared on my aged mother's farm near Thomastown, Miss. I began going to a country school at twelve years of age, having learned my A B C's under Uncle York Moss, at his Sunday school, where we used Webster's "Blue-back." My chances for attending even a country school were meagre, for I had to help on the farm. Attending two and four months in the year I got far enough advanced by the time I was six-

teen to teach a little and use my earnings in entering, first, Tougaloo, and then, Alcorn."

"I was reared on a farm and was sixteen before I knew my letters and twenty-one before I spent a month in school."

"In early life I lived with my parents, who were ex-slaves and took great pride in working hard to educate their children. I attended the first Yankee schools established in Savannah. As soon as I could read, write and figure a little, I started a private afternoon school at my home which I taught."

"I was born a slave. Soon after the fall of Port Royal, S. C., in 1861, three of us escaped from Charleston to Beaufort, and joined the Union forces. We were taken on the U. S. Gunboat *Unadilla*. There I was attached to a lieutenant in the 48th N. Y. Regiment of Volunteers, and remained with him until he was wounded before Fort Wagner. I then went North, attended night school in Portland Me., and finally entered Howard University."

"I was the fifth child in a family of eleven. My father was a poor farmer and did not believe in education, so my training was neglected until I was able to work and help myself."

"I was born a slave and taken North to an orphanage by Quakers after the war, both my parents being dead. Afterward I was sent to New Jersey, and then worked on a Pennsylvania farm until I went to Lincoln."

"My father was set free prior to the war and purchased my mother. He died when I was eight, leaving a little home and $300 in gold. My mother was an invalid and we had to work at whatever came to hand, going to school from three to five months a year. At the age of fifteen I stopped school and labored and taught a three months school at $25 a month. Finally I entered Roger Williams University, working my way through and helping mother.

"Twelve years of my life was spent as a slave. I worked at driving cows, carrying dinner to the field-hands and running rabbits. My master owned three hundred Negroes, so that boys were not put in the field until they were eighteen. When I was freed I did not know a letter, but I worked my way through Webster's 'blue-back' speller."

"I was born the slave of Jefferson Davis' brother and attended contraband schools before the close of the war."

"Mine was the usual life of a boy whose folks were comfortably circumstanced. School was the chief occupation; at sixteen I went to sea as a

cabin boy, and on returning entered Lincoln."

"I was raised partly on a Mississippi plantation and partly in and near New Orleans. For about two years I was with the Union army as servant to an officer in a Vermont regiment. I went with him to Vermont, where I attended school and finally entered Dartmouth College."

"I had very little early training, and was apprenticed at the caulker's trade from twelve to sixteen. At the age of eighteen I joined the 55th Massachusetts Volunteers, and was finally discharged on account of wounds. I then entered the preparatory department of Lincoln."

"Lived in Lebanon, Tenn., until eleven years old, when I joined a company of colored men and went to West Tennessee. I kept books and cooked for the company. I moved the whole family at last to West Tennessee, and bought and paid for a farm by raising cotton and teaching school. I then entered Fisk University, and by teaching and farming during vacations supported myself and two sisters in school."

"The greater portion of my early life was spent in East Tennessee, whither I had been brought away from my parents, when only five years of age. My master kept me as errand-boy about his store and house until the close of the war. By this time under the tutelege of the white children of the family I had learned to read. In the summer of '65 I started out without a cent of money to try my own fortune in the world, working at anything I could find to do. I made considerable money, attended puplic schools, and finally entered Fisk University."

"Soon after the war my father built a log school-house on a spot given him by his former master. I went to school seven months before my father died, after which I was compelled to go to work to support my widowed mother. At the age of twenty I entered school again."

"Born of a good woman in Mississippi, I left home while the war was raging and went to Alabama. There I finally went into the service of an ex-Confederate general, who sent me to the Burrell school—an institution fostered by the American Missionary Association. Afterward I went to Tougaloo and Roger Williams."

"I lost my mother when I was only one year old. I was then sold as a slave to an aged French couple who treated me as their child. Then in 1862 I was sold again, taken to Texas, resold, and finally when free, returned to New Orleans in 1869. I found my father dead and so I went north and stayed there until I entered Fisk in 1876. I had had but little schooling up to this time—only what I had picked up at a night school, and at an eight months' free school in Texas."

"I was born in Raleigh, N. C., and emancipated in Pennsylvania in 1830. I went to school and learned the three R's, and afterward to Ohio and entered Oberlin, working at my trade of gunmaker, all through the course. I studied, because I found knowledge was power; I also found that I was a born mechanic. I never had the idea that education would elevate me into any profession whatsoever—my trade occupied my whole mind and thought."

"I was born of slave parents and worked when young in a tobacco factory. I was taught to read by an ex-Confederate soldier. I entered school right after the surrender of Lee and remained till I finished the college course."

"I had the advantage of a father who had a good education, for his time. He was free and able to conduct his business in Augusta, Ga., during slavery time. I quit school and served two years at a trade. A northern teacher offered to help me finish my education and my parents gave me my time."

"My earliest recollections are of slavery—the perturbed conditions at the beginning and end of the war, the struggle of mother and grandmother under the new conditions, and the assumption of the support of the family by myself at the age of ten years."

"My parents moved to Providence, R. I., when I was very young. I attended school about five years and night school one winter. Then I learned the barber's trade. During the winter of '90-91 I decided to prepare myself for work among my people in the south, and entered Livingstone College."

"My mother and I were sold away from my father, who lived in South Carolina, and taken first to Mississippi, and then to Banks county, Ga. Here when I was six years of age my master started me at work in a stable with the purpose of making me learn the care of horses and become his carriage driver. I was freed in 1865 and then my mother and I walked to Newberry, S. C. (110 miles) and found father again. We were very poor and my parents had to hire me out for a year, Then they decided to send me to school and I went very irregularly from 1866 to 1874. I gained at last a state scholarship in the South Carolina College, but the republicans after two years were forced out of power and the college closed to them. Finally I entered the Atlanta University."

"I was born in Buffalo, N. Y., in 1867, the son of the sexton of a large city church. I passed through the common and high schools of the city, and at the same time worked as office boy and waiter. In 1879 I came south to enter college and prepare for teaching."

"About the close of the war rebel soldiers stole me from my parents in South Carolina and took me to Georgia. I ran away to Tennessee, where I worked as janitor in a white school and studied at night by the aid of the principal who was very friendly. He afterward sent me to Howard University."

"I was born in Richmond, Va., and when three years of age was sold with my mother, sister and brother away from my father and taken to South Carolina. We have never seen father since. My new mistress taught me the alphabet, and after emancipation paid my expenses through school and college."

"I worked my way through college. I was the oldest of eight children, with father bitterly opposed to education, although he had a commanding mind and had heard lectures at the University of Virginia before the war. Have been practically the head of the family for over twelve years, and assisted and encouraged all the children to educate themselves. Five of them went or are going to school."

"My mother died when I was but two years old, and I was left to the care of my mother's mistress, who though a slave-holder, cared for me as though I was her own child, until emancipation, when my father took charge of me and placed me in school under northern teachers sent south by the Presbyterian board of education."

"I was reared on a farm; then became meat cook on a steamboat during vacation. I served two years and five months as 1st Serg't Co. C., 55th Mass. Volunteers during the civil war, and was injured twice, at James Island Honey Hill engagements. I made out contracts between ex-slaves and former masters in South Carolina in the Freedman's Bureau under Gen'l O. O. Howard, after being disabled."

"Until fifteen years old I stayed with my grand-parents, and followed the occupation of my grand-father, a gardener. From fifteen till seventeen I clerked in a colored grocer's store; from seventeen till nineteen I worked in a colored restaurant, giving my earnings to my grand-parents. for they cared for my wants and gave me what little school training I had. My parents were dead. In my twentieth year I taught a five months' district school, with the proceeds of which I began a course of study at Wilberforce University."

"My early life until I was six years old was spent on a large plantation. At that age father having secured a little home of his own, consisting of three acres of land and a log house, I with the family was carried thither. At the age of ten I entered my first school, where I learned to read and write. The school was a Presbyterian school. During the summer I worked on a farm which father rented. At the age of twelve we moved to Lex-

ington, N. C. I still attended school in winter and worked in a brick yard in summer. At the age of fourteen my school days stopped until I was nineteen years old. I did hotel work during the intervening years, and taught a three months' country school. At the age of nineteen I entered college."

"My early life was spent as most poor boys, at work. I have served in every capacity from dinner boy to a clerk. Have clothed myself since I reached my fourteenth year, beginning with earning 25 cents a week, and in two years I commanded a salary of $6.00 per week. At eighteen I was head clerk for a produce firm that did a business of $10,000 a year. This was at Nashville, Tenn."

"I was born on a farm near Chilicothe, Ohio, November 15,1825. At the age of four years I was taken with my parents to Jackson county, where there was a community of colored people; they had settled in close proximity in order to educate their children, because they were debarred from attending the public schools with white children. I attended a select school until fourteen years of age."

"My first school teacher was Mr. Turner, who was the colored congressman from Alabama. His school was destroyed by Ku Klux while I was attending it. Next attended Freedman's Bureau school and Swayne school in Montgomery, Ala. I attended Storr's, in Atlanta, and taught school when fifteen years old; entered Atlanta University in 1874. Taught school during vacations."

"Born in Yazoo county, Miss., six miles from Yazoo City. I was taught my letters by my father. He died in 1866 and left mother with nine children, six sons, and three daughters, three younger than myself. Desiring her children to have educational advantages, mother removed to Vicksburg in December 1866. Here I entered the United Presbyterian Mission School. I attended five years sometimes day school and sometimes night school, as circumstances permitted, being largely dependent upon myself for support. I often had to hire out to earn money with which to purchase books and clothes, but when I hired out in the day I attended school at night. I taught school '71-72. Was paying and collecting teller in Vicksburg branch of the Freeman's Saving Bank, '73-75. Taught school '75-76. Entered preparatory department of Oberlin, September '76; admitted to college '79. Matriculated at Dennison University in '80, graduating in '84. Though a slave, I always had love for books and craved learning, in which I was much stimulated by mother, who though unable to render me any financial assistance, gave all moral and prayerful help."

"Father was in good circumstances, so my opportunities for advancement were as fair as those of the average colored boy. I attended the public school of my natfve town until seventeen years of age, then I went to

Straight University, New Orleans, La., graduating from the classical course in 1881. My home surroundings were favorable to success. I had an excellent father, who is still living; my mother, whose memory I cannot too greatly reverence, has been dead for many years. Their teachings, example and influence have moulded my character. Whatever success I have had I owe to them."

WOMEN.

"I was born on a farm in Ohio, and lived there until I was sixteen. My father died when I was twelve and I had to provide for myself. At the age of sixteen I taught a country school and saved $100. With this I went to Oberlin; and went through by teaching and working."

"I am an African Methodist preacher's daughter, and from my tenth until my fifteenth year we were continually travelling over the State. Finally we came to Atlanta, where I stayed till I finished school."

"Lived a short time in Virginia, sometime in Ohio, but principally in Missouri; attended public schools in Macon, Mo., until the age of fifteen, when I went to Lincoln Institute for one year and Oberlin for five years."

"Was born and schooled in Philadelphia during the dark days of slavery. Was intimately associated with the work of the Underground Railroad and the Anti-Slavery Society. I was sent to Oberlin in 1864."

"My early life was spent at my home at Shoreham, Vt., where I attended Newton Academy. In the fall of '91 I entered Mr. Moody's school at Northfield, Mass., graduating as president of my class. I then entered Middlebury College, Vt."

"My father was route-agent between Norfolk and Lynchburg, Va. Both of my parents had some education and were careful to send their children to school. I started in the public schools at seven."

"I went to school at Monroe, Michigan, until a female seminary was opened there, from which colored children were barred. I then went to Oberlin."

"My father was a Creole and my mother a free Negro woman, We moved from Mobile, Ala., to Wilberforce, O., where I was reared. My parents were devoted Christians, and were blessed with the comforts of life. My father had a fine collection of books."

"At a very early age I assumed the responsibility of housekeeper, as my mother died and I was the oldest of a family of five; hence I labored under many disadvantages in attending school, but nevertheless I performed my household duties, persevered with my studies, and now I feel

that I have been rewarded."

"My mother and I 'took in' washing for our support and to enable me to get an education. After finishing the public schools of Jacksonville, Ill., I was supported four years in college by a scholarship."

"My early life was spent in Darlington, S. C.; I did not attend the public school until I was a large girl, but was taught at home, first by my mother, then by a private teacher. When the public school was graded in 1889, I entered the high school course."

"While a school girl I taught persons living out in service, going into the premises of some of the most prominent white people in New Orleans. I always kept a large class of night pupils at the same time. I paid my tuition out of these earnings."

"I was born in the state of Ohio, near the town of Delaware, on a picturesque farm purchased by my grand-parents in 1836. My parents on both sides were Virginians. At this quiet homestead, sandwitched between the Scioto river on the east and maple groves on the west, I lived the life of a dreamy yet restless child—one of a very large family with an angelically disposed mother and an extremely eccentric and well educated father. Our father early told us of Dante, Milton and similar literature, simplifying to suit our youthfulness. Mother repeated the story of Pilgrim's Progress, folk-lore stories as it is now called, and she also delighted in the book of Job, which her life so beautifully represented—patience personified. Our home being so near the Ohio White Sulphur Springs where the wealthy leisure class spent much time, I saw much of cultured people old and young, especially the latter. Indeed, when quite young I saw little else, for during the remainder of the year my brothers, sisters, birds, trees and nature in general, were my only companions."

"I was sent to school at an early age and finished school quite young, graduating from the Oberlin High School at the age of sixteen years. My mother and father moved from Chapel Hill, N. C., with a large family of children for the purpose of giving them all a good education. On my mother's side my great-grandfather was that Richard Nichols (Swede) who compelled Peter Stuyvesant to surrender New York. My grand-father on my father's side was a captain in the war of 1812."

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9. *Education of women.* From the first the institutions of higher training founded in the South were,with few exceptions,open to girls as well boys. Naturally fewer girls entered, but nevertheless a considerable number —over 250—throughout the country have finished a college course. Of the larger Negro colleges only Lincoln and Biddle do not admit girls. The

women graduates are as follows:

WOMEN GRADUATES FROM COLLEGES.

(NOT INCLUDING GRADUATES OF '99.)

Oberlin, 55.	Fisk, 31.
Shaw, 21.	Wilberforce, 19.
Paul Quinn, 13	Knoxville, 10.
Atlanta, 8.	Howard, 8.
Southland, 8.	Central Tenn , 7.
Rust, 7.	Livingstone, 6.
Claflin, 6.	New Orleans, 5.
Philander Smith, 5.	Roger Williams, 5.
Iowa Wesleyan, 4.	Berea, 4.
Univ. of Kansas, 3.	Univ. of Michigan, 3.
Cornell, 3.	Wittenberg, 2.
Geneva, 2.	Wellesley, 2.
Leland, 1.	Butler, 1.
U. Iowa U., 1.	Adrian, 1.
Idaho, 1.	McKendree, 1
Bates, 1	Va. Nor. & Coll., 1.
Clarke, 1.	Allen, 1.
Straight, 1.	Paine Inst., 1.
Branch, Ark., 1.	Vassar, 1.
Mt. Holyoke, 1.	

Total women, - - - - 252
Total men - - - - - 2272

If we arrange them according to the years of graduation we have:

COLLEGE BRED WOMEN, BY YEAR OF GRADUATION.

1850—1.	1872— 2.	1886—7.
1851—1.	1873— 3.	1887—10.
1853—2.	1874— 2.	1888— 9.
1855—1.	1875— 5.	1889—10.
1856—2.	1876— 4.	1890—14.
1860—3.	1877— 3.	1891—15.
1861—1.	1878— 3.	1892—12.
1862—1.	1879— 9.	1893—13.
1864—2.	1880—13.	1894— 9.
1865—2.	1881— 4.	1895—14.
1868—1.	1882— 2.	1896—16.
1869—1.	1883— 6.	1897—12.
1870—4.	1884— 7.	1898—14.
1871—1.	1885— 8.	Class Unk'n—3.

Total..... 252

Before the war ten women graduated, as far as we have been able to ascertain; from 1861 to 1869, thirty-six; from 1880 to 1889, seventy-six; 1890 to 1898, one hundred and nineteen. By colleges and periods the graduates have been as follows:

WOMEN GRADUATES FROM COLLEGE, BY PERIODS.

NORTHERN INSTITUTIONS.

COLLEGES.	Before 1880.	'80-85.	'85-90.	'90-95.	'95-98.	Class Unk'n.
Oberlin	31	5	5	13	1	.....
Iowa Wesleyan	.....	2	1	1	.....	.....
Kansas	.....	.....	.....	.....	3	.....
Michigan	.....	1	1	.....	1	.....
Cornell	.....	.....	.....	.....	.....	3
Wellesley	.....	.....	2	.....	.....	.....
Wittenberg	.....	.....	.....	.....	2	.....
Geneva	1	.....	1	.....	.....	.....
Butler	.....	.....	1	.....	.....	.....
U. Iowa	.....	.....	.....	.....	1	.....
Adrian	.....	1	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	1	.....
Bates	.....	.....	.....	.....	1	.....
Vassar	.....	.....	.....	.....	1	.....
Mt. Holyoke	.....	.....	.....	.....	1	.....
McKendree	.....	.....	.....	.....	1	.....

SOUTHERN INSTITUTIONS.

Fisk	6	2	9	7	7	.....
Shaw	1	6	.....	7	7	.....
Wilberforce	6	1	5	3	4	.....
Paul Quinn	.....	.....	1	5	7	.....
Knoxville	.....	2	4	1	3	.....
Atlanta	.....	.....	1	.....	7	.....
Southland	4	1	.....	2	1	.....
Howard	2	1	2	1	2	.....
Central Tennessee	1	1	2	2	1	.....
Rust	.....	2	.....	3	1	.....
Livingstone	.....	.....	2	4	.....	.....
Claflin	.....	2	3	.....	1	.....
New Orleans	1	2	.....	2	.....	.....
Philander Smith	.....	.....	.....	5	.....	.....
Roger Williams	.....	3	2	.....	.....	.....
Berea	.....	.....	.....	4	.....	.....
Leland	.....	.....	.....	.....	1	.....
Va. Nor. and Col	.....	.....	.....	.....	1	.....
Paine Inst	.....	.....	.....	1	.....	.....
Straight	1	.....	.....	.....	.....	.....
Branch, Ark	.....	1	.....	.....	.....	.....
Clark	.....	.....	1	.....	.....	.....
Allen	.....	.....	.....	1	.....	.....

The rapid increase of college-bred women in later years is noticeable, and the present tendency is toward a still larger proportion of women. Twenty-three per cent of the college students of Howard, Atlanta, Fisk and Shaw were women in the school year of 1898-99. The economic stress will probably force more of the young men into work before they get through college and leave a larger chance for the training of daughters. A tendency in this direction is noticeable in all the colleges and if it results in more highly trained mothers it will result in great good. Of 100 college-bred women reporting their conjugal condition, one half had been married, against nearly seventy per cent of the men.

10 *The Family.* The family is the latest of the social institutions developed by the Negro on American soil and as yet the weakest. He learned to labor, he organized for religious purposes, he started germs of other social organizations before the system of slavery allowed the independent monogamic Negro home. Consequently we look most anxiously to the establishment and strengthening of the home among members of the race, because it is the surest indication of real progress.

The Negro was brought originally from a polygamic home-life in Africa where women and children were strongly guarded, although subject to the practically unrestrained tyranny of the husband. On the West Indian plantations all the law and custom of marriage was rudely broken up and polygamy, polyandry and promiscuity were practiced. On the plantations of the United States some regularity was established, which on the Virginia plantations approached as near the monogamic ideal as the slave trade and concubinage would allow. With emancipation came the independent Negro home. Naturally the poor training of Negro women, the lack of respect or chivalry toward them, and the fact that the field-hand never had the responsibility of family life, all tended to make pure homes difficult to establish and maintain. Without doubt the greatest social problem of the American Negro at present is sexual purity, and the solving of this problem lies peculiarly upon the homes established among them. Great and marked progress has been made in thirty years, but there is still great work ahead.

Among a picked class of leaders like these we are studying, statistics of marriage and family life are consequently of peculiar interest. First then, let us consider the age at which college-bred persons marry, compared with the age of graduation:

AGE OF MARRIAGE—MALES.

Age at graduation	Age at Marriage.																																		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	49	52	53	55	59
16						2							1																						
17				1			2		1			1																							
18																																			
19		1					2					2																				1			1
20				2	1	2	2	3		3	1	1		1	1	2	1	1									1								
21				5	3	5	2	1	6	2			2		3	1						1													
22					1	2		5	3	2	2	1	5	3		1							1			1	1								
23			1			3	3	5	6	7	2	3	4	3	1	1				1	1									1					
24				1			3	4	2	8	7	6	4	4	2	1	1	1			1	1				1									
25			1			1	2	7	5	6	9	3	6	3		2	1	3	1	2	1	1						1						1	1
26		1		1	1		1	3	5	3	6	7	4		3	3	5	2						1		1									
27						3		1		4	6	4	2	2	2	4	3				1										2				
28					1	1	1		1	1	4	5	2	4	2	3		1	1					1											
29	1					1				2	1	1	2	4	4	1	2	3	1														1		
30				1									2	2	3	5	1		2																
31				1	1										2	2	1					2													
32				1		1		1							2		3		1	1	1				1										
33								1						1		1	1			1	1														
34						1						1				1		1		1															
35		2									1				1				1	1				1											
36				1								1							2				1	2											
38									1																				1						
43						1																					1								

Of college-bred men there marry:

under	20 years of age		5	1.4	per cent,
20——24	"	"	68	15.1	"
25——29	"	"	174	39.3	"
30——34	"	"	134	30.2	"
35——39	"	"	38	8.6	"
40 or over	"	"	24	5.4	"

The bulk of college-men it would seem, marry between the ages of 25 and 35, a period nearly ten years later than was the case with their fathers and mothers. This indicates a great social revolution. The average age of marriage, compared with age of graduation is as follows:

MEN: Average age of marriage.

Graduating at age of	Average age of marriage	Garduating at age of	Average age of marriage
16	25	27	30
17	29	28	30
18	24	29	32
19	26	30	32
20	28	31	32
21	26	32	33
22	29	33	33
23	28	34	31
24	29	35	30
25	27	36	35
26	29	over 36	35

The meagre returns received made it very difficult to determine the truth as to the marriages of women graduates; the average age of marriage of those women reported was 26.8 years: compared with age of graduates, it was:

WOMEN: Average age of marriage

Graduating at age of	Married at age of
18	40
19	22
20	22
21	27
22	24
23	25
25	28
27	28
31	43

The age of consorts married is illustrated by the tables following:

AGE OF WIVES MARRIED BY COLLEGIANS.

Age at marriage	Age of Wife at Marriage.																																	
	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	39	42	43	46	54
19			1			2																									
20	1				1	1			2	1				1	1																
21		1	1	1	1		1	4	1						1			1													
22	1						1		1	2	2	1	1																		
23					2		1	7		1	1	3	2	1		1	1	1		1								1			
24					1			3	2	1	5		1	3																	
25					1	1		3	2	4	4	6	1	5	2	1															
26					1		4	2	2	5	3	2	2	2		2	1	2	1		1										
27					1	1		4	3	2	2	2	3	3	2	5		2	1		1		1				1				
28							1	3	3	4	4	6	1	3			2						1								1
29	1						1	4	2	3	3	4	1		3	1	2	2									1				
30							1	1	2	1	2	2	5	4	1	3	1	1	4	1			1	1							
31									2		2	5	4	3	2	2	3	1	2					1							
32							1	2	1	2	6	2		1	1	3	1	1	1			1		1							
33								2	4		2	4	2	2	3		1	1	1	1											
34							2		1	1	1	1	2		1			3	1					2							
35				1			1	2				1		2				1			1		1								
36							1			1	3	1		1	1	1				1											
37									2			1			1		1		1		1										
38											1			1	2			1						1							
39											1			1	2																
40																	1											1			
41											1				1					1		1									
42										1																					
43																		1								1					1
44							1					1														1					
46																	1														
47											1																				
48																					1										
49																				1		1									
52									1																						
53														1																	
55															1																

AVERAGE AGE OF WIVES WHOM COLLEGIANS MARRY.

Age of collegian at marriage.	Average age of wife at marriage.	Age of collegian at marriage.	Average age of wife at marriage.
19	16	34	26
20	20	35	24
21	20	36	24
22	20	37	26
23	23	38	28
24	21	39	25
25	22	40	35
26	23	41	28
27	24	42	21
28	24	43	40
29	23	44	26
30	22	46	28
31	24	47	22
32	24	48	32
33	24	49	32
50 or over	24		

WOMEN:	Average age of husband.
Age at marriage.	Age of husband at marriage.
20	26
22	23
23	29
25	27
26	27
27	29
28	40
40	42
43	54

So much for marriage; We now turn to conjugal condition and ask what proportion of collegians are married;

CONJUGAL CONDITION.

	Males.		Females.		Total.	
	number.	%	number.	%	number.	%
Single	213	32	49	49	262	34
Married	435	66	48	49	483	63
Widowed	16	2	2	2	18	3
Divorced	1				1	
Total	665	100	99	100	764	100

If we divide these according to year of graduation we have:

Graduating	Single	Married	Widowed	Divorced
Before 1870	1	18		
1870—1879	12	82	2	1
1880—1889	32	211	8	
1890—1899	213	172	8	

The returns are not full enough to judge as to the women, but among the college-bred men there is no marked tendency toward celibacy. On the other hand, they are not rushing into matrimony and its responsibilities without forethought.

Of 491 married couples, 148 have had no children, either on account of recent marriage or infertility. Of those who have had children:

85	couples	have	had	one	1	child.
67	"	"	"	"	2	children.
69	"	"	"	"	3	"
36	"	"	"	"	4	"
34	"	"	"	"	5	"
19	"	"	"	"	6	"
16	"	"	"	"	7	"
10	"	"	"	"	8	"
2	"	"	"	"	9	"
2	"	"	"	"	10	"
1	"	"	"	"	11	"
1	"	"	"	"	12	"
1	"	"	"	"	14	"

Of these families:

78	have	lost	1	child	by	death.
40	"	"	2	children	"	"
7	"	"	3	"	"	"
2	"	"	4	"	"	"
1	"	"	8	"	"	"

This leaves with living children:

98	couples	with	1	child.
46	"	"	2	children.
59	"	"	3	"
34	"	"	4	"
33	"	"	5	"
17	"	"	6	"
10	"	"	7	"
3	"	"	8	"
1	couple	"	13	"

There is also one family with 2 adopted children and one with 5 adopted children. Most of these couples are young so that this is but a partial indication of the fecundity of this class. They are shown to be increasing at a steady rate, and yet using discretion in bringing children into the world.

11 *Occupations.* The most interesting question, and in many respects the crucial question to be asked concerning college-bred Negroes is: Do they earn a living? It has been intimated more than once that the higher training of Negroes has resulted in sending into the world of work men who can find nothing to do suitable to their talents. Now and then there comes a rumor of a colored college man working at menial service, etc. Fortunately the returns as to occupations of college-bred Negroes are quite full—nearly sixty per cent of the total number of graduates.

This enables us to reach fairly probable conclusions as to the occupations of College-bred Negroes, Of 1312 persons reporting, there were:

Teachers	53.4%
Clergymen	16.8%
Physicians, etc	6.3%
Students	5.6%
Lawyers	4.7%
In Government service	4.%
In Business	3.6%
Farmers and Artisans	2.7%
Editors, Secretaries and Clerks	2.4%
Miscellaneous	.5%

Over half are teachers, a sixth are preachers, another sixth are students and professional men; over 6 per cent are farmers, artisans, and merchants, and 4 per cent are in government service. In detail the occupations are as follows:

OCCUPATIONS OF COLLEGE-BRED MEN.

TEACHERS:			
Presidents and Deans	19		
Teachers of Music	7		
Professors, Principals and Teachers	675	Total	701.
CLERGYMEN:			
Bishop	1		
Chaplains, U. S. Army	2		
Missionaries	9		
Presiding Elders	12		
Preachers	197	Total	221.
PHYSICIANS, etc.,			
Doctors of Medicine	76		
Druggists	4.		
Dentists	3.	Total	83.
STUDENTS			74.
LAWYERS			62.
CIVIL SERVICE:			
U. S. Minister Plenipotentiary	1.		
U. S. Consul	1.		
U. S. Deputy Collector	1.		
U. S. Gauger	1.		
U. S. Postmaster	2.		
U. S. Clerks	44.		
State Civil Service	2.		
City Civil Service	1.	Total	53.
BUSINESS MEN:			
Merchants &c.,	30.		
Managers	13.		
Real Estate Dealers	4.	Total	47.
FARMERS			26.
CLERKS and SECRETARIES:			
Secretaries of National Societies	7.		
Clerks, etc.	15.	Total.	22.
Artisans			9.
Editors			9.
Miscellaneous			5.

These figures illustrate vividly the function of the college-bred Negro. He is, as he ought to be, the group leader, the man who sets the ideals of the community where he lives, directs its thought and heads its social movements. It need hardly be argued that the Negro people need social leadership more than most groups: they have no traditions to fall back upon, no long established customs, no strong family ties, no well defined social classes. All these things must be slowly and painfully evolved. The preacher was even before the war the group leader of the Negroes and the church their greatest social institution.* Naturally this preacher was ignorant and often immoral, and the problem of replacing the older type by better educated men has been a difficult one. Both by direct work and by indirect influence on other preachers and on congregations, the college-bred preacher has an opportunity for reformatory work and moral inspiration, the value of which cannot be overestimated. The report of the Atlanta Conference on "Some Efforts of American Negroes for their own Social Betterment" shows the character of some of this work.

It has however been in the furnishing of teachers that the Negro college has found its peculiar function. Few persons realize how vast a work, how mighty a revolution has been thus accomplished. To furnish five millions and more of ignorant people with teachers of their own race and blood, in one generation, was not only a very difficult undertaking but a very important one, in that it placed before the eyes of almost every Negro child an attainable ideal. It brought the masses of the blacks in contact with modern civilization, made black men the leaders of their communities and trainers of the new generation. In this work college-bred Negroes were first teachers and then teachers of teachers. And here it is that the broad culture of college work has been of peculiar value. Knowledge of life and its wider meaning, has been the point of the Negro's deepest ignorance, and the sending out of teachers whose training has not been merely for bread-winning but also for human culture has been of inestimable value in the training of these men.

In earlier years the two occupations of preacher and teacher were practically the only ones open to the black college graduate. Of later years a larger diversity of life among his people has opened new avenues of employment. The following statistics of occupations according to the year of graduation illustrate this partially.

* cf. The *New World*, Dec., 1900, article on 'Religion of American Negro."

Occupation	Before 1870	1870-'79	'80-'84	'85-'89	'90-'94	'95-'98	Total.
Teachers	10	65	74	159	179	214	701
Clergymen	5	38	26	56	56	31	212
Editors	1	2	1	3	1	1	9
Lawyers	2	5	11	14	23	7	62
Gunmakers	1						1
Miners	1						1
Merchants	1	1	14	9	13	5	43
Physicians	1	8	13	16	31	7	76
Druggists		2			2		4
Clerks & Secretaries		1	1	5	4	11	22
Elocutionists		1					1
U. S. Civil Service		12	8	15	13	2	50
Farmers		2	5	7	6	6	26
Real Estate Dealers		1		2		1	4
Matrons		1			1		2
Dentists		1		1		1	3
Engineers		1					1
Missionaries		3	3		1	2	9
Students			3	4	14	53	74
Printers			1			2	3
City Civil Service				1			1
State Civil Service					2		2
Librarian					1		1
Tailor						1	1
Draughtsman						1	1
Hotel-work						1	1
Carpenter						1	1

The length of service in the various occupations shows something of the character of those workers:

LENGTH of SERVICE at PRESENT OCCUPATION.

Under 1 year	22
1 year, less than 2	63
2 " " " 3	81
3 " " " 4	68
4 " " " 5	56
5 " " " 6	54
6 " " " 7	33
7 " " " 8	43
8 " " " 9	23
9 " " " 10	25
10 " " " 12	49
12 " " " 15	33
15 " " " 20	35
20 " " " 25	24
25 " " " 30	9
30 " " " 40	4
50 and over "	1

Total reporting, 623.

12. *Change in Occupation.*—A study of present and previous occupation gives a still deeper insight into the problem of work. For instance, the following number of persons have never had but one occupation: they began as teachers and are still teaching, or as preachers and are still preaching:

PERSONS WHO HAVE NEVER CHANGED OCCUPATION.

Teachers	315	In Business	7
Clergymen	106	Editors,	3
Lawyers	26	Artisans	3
Physicians	24	U. S. Civil Service	3
Students	15	Clerks and Secretaries	3
Farmers	7	Dentists	2
Hotel Work	1		

Let us now add to these such persons as have changed occupations once. In the following table the period of study necessary in preparing for a profession is not considered a different occupation: [see next page.]

Many interesting things may be noted in the above table: For instance 43 lawyers report; of these, 26 started on a law course immediately after graduation, finished it, went to practicing and are still engaged in that work. Eleven taught before reading law, two were in business, and four in other employments, from which they turned to law. There are reservations to be made, of course, in interpreting these figures: some persons report a few months of teaching as a "previous occupation," while others ignore it; some have not changed occupations, because being young graduates they have not given their present vocation a sufficient trial. Nevertheless, with care in using, the table has much to teach. We find that the profession of teaching is a stepping stone to other work; 87 persons were at first teachers, and then changed, 11 becoming lawyers, 7 going into business, 26 entering the ministry, 12 entering the United States Civil Service, etc. Seven have at various times engaged in menial work, usually as porters, waiters, and the like, but all but one man working in a hotel have done this only temporarily. It is quite possible that others who are engaged in such work have on this account sent in no reports. We see in this way that of 700 college-bred men over 500 have immediately on graduation found work at which they are still employed. Less than 200 have turned from a first occupation to a second before finding apparently permanent employment.

PREVIOUS AND PRESENT OCCUPATIONS OF PERSONS WHO HAVE HAD BUT TWO SUCCESSIVE OCCUPATIONS.
(SHOWING ALSO PERSONS WHO HAVE HAD BUT ONE OCCUPATION.)

Present Occupation.	PREVIOUS OCCUPATION.															Total No. Reporting.
	Teachers.	Clergymen.	Students.	Farmers.	Clerks and Sec'ys.	In Business.	U.S. Civil Service.	Physicians.	Lawyers.	Editors.	U. S. Army.	Dentists.	Artisans.	Matron.	Menial Work	
Lawyers	11	.....	.....	.....	1	2	1	1	(26)	.....	.....	.....	.....	.....	1	43
Teachers	(315)	18	.....	6	7	9	12	.....	4	2	1	.....	2	1	1	378
In Business	7	.....	.....	.....	.....	(7)	.....	.....	.....	.....	.....	.....	.....	.....	1	15
Dentists	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(2)	.....	.....	.....	2
Clerks and Secy's	5	1	1	.....	(3)	.....	.....	.....	2	.....	.....	.....	1	.....	1	14
Farmers	4	1	.....	(7)	.....	1	1	.....	1	.....	.....	.....	.....	.....	.....	15
Clergymen	26	(106)	.....	.....	1	.....	1	.....	.....	1	.....	.....	.....	.....	.....	135
Real Est. Agents	2	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
Physicians	9	.....	.....	.....	1	1	.....	(24)	.....	.....	.....	.....	.....	.....	1	36
Druggists	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Students	7	2	(15)	.....	1	.....	2	.....	.....	.....	.....	.....	.....	.....	1	28
U. S. Civil Service	12	1	1	1	.....	.....	(3)	.....	.....	.....	.....	.....	.....	.....	.....	18
City Civil Service	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Editors	1	.....	1	.....	.....	.....	.....	.....	.....	(3)	.....	.....	.....	.....	.....	5
Artisans	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(3)	.....	.....	6
Menial Work	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(1)	1
Changed Work	87	23	5	7	12	14	17	1	7	3	1	.....	3	1	6	187
Did not Change	315	106	15	7	3	7	3	24	26	3	.....	2	3	.....	1	515
Total	402	129	20	14	15	21	20	25	33	6	1	2	6	1	7	702

There are still others who have tried two and three employments. The reports of these are naturally not as full as the others, through forgetfulness and the natural desire not to advertise past failures. One college man is known to have tried nine different occupations in ten years—but this is very exceptional. Specimen of the records of some who have tried several occupations follow:

PERSONS WHO HAVE HAD SEVERAL OCCUPATIONS, SUCCESSIVELY.

Present Occupation.	Previous Occupation.
U. S. Civil Service.	Teacher, Merchant.
U. S. Civil Service.	Teacher, Merchant.
U. S. Civil Service.	Lawyer, Teacher.
U. S. Civil Service.	Teacher, Editor.
Lawyer.	Teacher, U. S. Civil Service.
In Business.	Teacher, Clerk.
In Business.	Teacher, Porter, Clerk.
In Business.	Editor, Teacher.
Dentist.	Clerk, Teacher.
Secretary.	Teacher, Clergyman.
Farmer.	Teacher, Carpenter.
Clergyman.	Lawyer, U. S. Civil Service.
Physician.	Teacher, Farmer.
Artisan.	Teacher, Engraver.

Making all allowances for the gaps in these statistics and some bias on the part of those reporting, it seems fair to conclude that the majority of college-bred men find work quickly, make few changes, and stick to their undertakings. That there are many exceptions to this rule is probable, but the testimony of observers together with these figures makes the above statement approximately true.

3. *Graduates of a Single Typical College.*—It might be well here to turn from the more general figures to the graduates of a single representative institution. A graduate of Dartmouth College who has been in the work of educating Negro youth for over thirty years writes as follows in a small publication which gives the record of Atlanta University graduates, including the class of 1899:

"This leaflet covers an experience of about a quarter of a century of graduating classes. It will tell of the work of only the *graduates* of Atlanta University, all of whom have been kept under the watchful eye of their Alma Mater. It would be difficult to trace the careers of the thousands of others who did not graduate but who have attended the institution for a longer or shorter period, although many of them are known to have made good use of their meagre attainments and some are occupying prominent positions. If it were asked why no larger percentage of the students have obtained diplomas or certificates of graduation a sufficient answer would be found in the one word, poverty. Their parents have been too poor to spare them from home or to pay their expenses at school and they themselves have been utterly unable to find any employment sufficiently

remunerative to permit them to keep on and graduate within a reasonable limit in time. Probably the world cannot show instances of greater sacrifices by parents or greater pluck, persistency and self-denial of students than are to be found among the patrons and pupils of Atlanta University.

"While the ninety-four graduates from the college department represent only a small portion of the work done by the University, they represent a very important part of that work as will be evident from a statement of the positions they occupy and the work they are doing.

"Of these ninety-four graduates, twelve have died, and it seems to the writer of this leaflet as rather remarkable that only one has died during the four years since a similar leaflet was written. Of the eighty-two now living, eleven are ministers, four are physicians, two are lawyers, one is a dentist, forty-three are teachers, one is a theological student, one is studying at Harvard University and another at the University of Pennsylvania, ten are in the service of the United States, six in other kinds of business, and two are unemployed.

MINISTERS.

"Three of the ministers are pastors of Congregational churches in the cities of Chattanooga, Tenn.; Selma, Ala.; and Savannah, Ga.; two are pastors of Baptist churches in Augusta, Ga.; and Charleston, S. C.; two of Methodist churches in Griffin, Ga.; and Portsmouth, Va.; one is chaplain of the Tuskegee Normal and Industrial Institute and dean of its Bible School; another is secretary of the International Sunday School Convention; another is the general secretary of the Baptist Negro churches in Georgia; and another is presiding elder of the African Methodist Episcopal churches in Sierra Leone, Africa. All the churches named are centers of great power and wide influence. Some of these ministers have made addresses in national and international assemblages, one is a fellow of the Royal Geographical Society, and one has had the unique pleasure of being a member of the board of education in a large southern city for eleven successive years.

TEACHERS.

"Many of the teachers are holding high positions. Eleven are principals of public schools and three of high schools. Others are designated as follows: professor of Latin and Greek in Clark University, Atlanta, Ga.; teacher of music in Savannah, Ga.; president of the State Industrial College of Georgia; principal of Howard Normal School, Cuthbert, Ga.; principal of Normal School, Oakland, Texas; professor of Greek in Morris Brown College, Atlanta, Ga.; vice-principal of Normal School, Prairie View, Texas; principal of Knox Institute, Athens, Ga.; superintendent of the Industrial Department in Biddle University, Charlotte, N. C.; professor of Modern Languages, History and Pedagogy, and vice-president in Lincoln Institute, Jefferson City, Mo.; president of the Florida Baptist College, Jacksonville, Fla.; professor of Natural Science in the State Normal School, Frankfort, Ky.; principal of the Georgia Normal and Industrial Institute, Greensboro, Ga.; principal of Walker Institute, Augusta,

Ga.; superintendent of Mechanical Department of Knox Institute, Athens Ga.; teacher of science in the J. K. Brick Normal and Agricultural School, Enfield, N. C.; assistant superintendent of the Mechanical Department in Tougaloo University, Tougaloo, Miss.

OTHER PROFESSIONS.

"The four physicians are located in Denver, Colo.; St. Joseph, Mo.; Savannah, Ga.; and Chicago, Ill. All of them were among the very first in their classes in the medical schools that they attended.

"The two lawyers are practicing severally in Boston, Mass., and Augusta, Ga., and are successful in their profession. One is a Master in Chancery by appointment of the governor of his State. The one dentist lives in Atlanta and has an extensive practice.

"One of these graduates was a lieutenant in the army during the Spanish war and is now a captain of U. S. Volunteers, serving at Manilla. Another was paymaster with the rank of major.

CIVIL AND POLITICAL SERVICE.

"Several of the graduates who are clerks in the United States service in Washington have taken a full course in law or medicine. And when it is considered that this has required several hours of hard work in the evening after a full day at the office, for months and years, one can understand that they have grit and perseverance. Then three at least have been mail agents on railroads under four successive administrations and have successfully passed the severe examinations required and conquered the violent opposition that has arisen against them from various sources.

"The peculiar conditions existing in the South have prevented these graduates from becoming prominent in political affairs. Yet one of them has been a member of three successive National Republican Conventions and another has represented his county in the Georgia legislature, while a third has served two terms in the Texas legislature, being elected by the aid of the votes of Southern white men in a predominantly white community.

SOCIAL REFORM.

"And it is not out of place to say a few words in this connection concerning the remarkable work which this last named graduate, Robert L. Smith has been able to do. His maiden speech in the legislature helped to defeat a bill which has never since been resurrected proposing to compel the railroads of the State to practice race discrimination by obliging their white and colored passengers to occupy separate waiting rooms at the stations. He was also instrumental in securing the passage of an anti-lynching law with such effective provisions that lynchings in the state have practically ceased. But his most conspicuous service has been rendered to the Negro farmers of his State. This has been done through the organization of a farmers' Improvement Society, with many branches, whose members are pledged to become land owners, to diversify their crops, to improve and beautify their homes, to fight the credit system by

buying only for cash on a co-operative plan, and to raise their own supplies so far as possible. The fact that he can report to-day 86 branches of his society scattered over the State of Texas with 2340 members who have bought and largely paid for 46,000 acres of land, worth nearly half a million dollars,is a valuable illustration of what one Negro with high ideals and an earnest purpose can accomplish for the economic and material advancement of his race.

EDITORIAL AND LITERARY WORK.

"Several graduates have done considerable newspaper work and many sermons and addresses delivered by them have been published. At least two publications have been highly commended by the press. Of President Richard R. Wright's Historical Sketch of Negro Education in Georgia, the *Journal of Education* says: "And it is just this that makes his story so valuable and forces one to read it straight through from beginning to end, which is not the way books and pamphlets are usually read in newspaper offices." And of Professor William H. Crogman's Talks for the Times, *The New York Independent* says: "The author speaks for his race and speaks in strong, polished English full of nerve and rich in the music of good English prose."

"And these graduates are not fickle and unstable but retain their positions year after year, doing faithful, earnest and patient service. The length of the pastorates of the ministers has been far above the average, and one of the teachers is completing his twenty-fourth year in the same institution.

WERE THEY OVER-EDUCATED?

"Do not these simple statements impress their own lessons? Should they not help to silence the sneers against Latin and Greek and higher education for Negroes? Could less than a college course have fitted most of these men and women so well for the responsible positions they are occupying, and the work they are doing as pastors, professors, principals, physicians, editors, teachers, Sunday-school superintendents, home-builders and leaders of their people? If half of them had failed to fill the place for which their education ought to have prepared them, even then their teachers and friends would not have been disheartened. But almost none have failed to meet reasonable expectations. This record of the college graduates is full of encouragement and inspiration."

OCCUPATIONS OF THE GRADUATES OF ATLANTA UNIVERSITY.

Total	94	Physicians	4
Male	83	Lawyers	2
Female	11	Dentists	1
Living	82	U. S. Civil Service	10
Dead	12	Business	6
		Students	3
Teachers	43	Wives	1
Ministers	11	Others	1

14. *The Work of Teachers.*—A glance at the work done by Negro college graduates in different fields can be but casual, and yet of some value. The teachers we asked to estimate roughly the pupils they had taught. Some answered frankly that they could not, while others made a statement which they said was simply a careful guess. From these estimates we find that 550 teachers reporting think they have taught about 300,000 children in primary grades and 200,000 in secondary grades. From this we get some faint idea of the enormous influence of these 700 teachers and the many other college men who have taught for longer or shorter periods. Some of the teachers reported briefly the success in after life of some of the pupils they had taught:

"They farm mostly—a multitude preach, some act as men of commerce, and they are engaged in every pursuit. One is a successful practitioner of medicine."

"Several are successful as mail clerks, several are doctors, some are successful farmers."

"Eleven became doctors, The most of these are living and they are succeeding finely. Four are practicing law, and they are making passably good headway. Two are college presidents, four professors, one cashier of a bank."

"One taught successfully in the Louisville High School, one in an Alabama High School, one is a minister and one a grocer."

"Three are principals of large schools, five are clerks in U. S. service, several are lawyers, three are doctors."

"Several are successful physicians, lawyers, teachers and preachers, and one a bishop in the A. M. E. Z. church. Three are presidents of institutions of learning and two are successful pharmacists."

"Several of my pupils have been and are now successful ministers. One is quite an eminent physician, and one a lawyer, now an assistant in the district attorney's office of New York City."

"One was in the calvary raid that scaled San Juan Hill, and one is Quartermaster Sergeant in the 24th Infantry, Manilla."

"Several have secured 1st grade licenses, and are making successful teachers. Some are buying their own farms, and not a few are owning their own lots."

"One is now professor of agriculture at the A. & M. College, West Virginia. Another has charge of the machine shops at High Point Normal and Industrial school, High Point, N. C.; another is practicing law at some point in Florida. Quite a number are doing well."

"One is a first-class sign painter at Wilmington, N. C., another is one of the leading colored physicians of Atlanta."

"Two are successful teachers, and one is principal of the largest public school in Birmingham, Ala."

"One of the most notable and one over whom I may have exercised considerable influence before and since his graduation, is the principal of Snow Hill Industrial School, at Snow Hill, Ala.

"There were no individual instances of success among them so far as I know.Several of the young men went to farming, some of the young ladies married farmers. One young man became a miner for a while."

"I mention the following instances of success with which I am best acquainted at present in this state: A dentist at Houston, Texas, a practicing physician and surgeon at Washington, Texas, the deputy U. S. Revenue Collector at the port of Galveston, and the superintendent of the Deaf and Dumb Asylum, Austin Texas."

"Several students of my tuition have made excellent teachers, all, with few exceptions, have made good citizens, and proved worthy examples of honesty, trustworthiness and Christianity."

"Among those graduated under me are four clerks in the civil service, three principals of schools, two chaplains in U. S. army, one captain and two lieutenants in the U. S. Volunteer service, eleven teachers in high schools, and one postmaster.

"Among my graduates are two high school teachets, one professor of agriculture, one principal of city schools, one founder of an industrial school and village."

"Some have purchased farms, others are teaching, while a goodly number, young women and young men are pursuing college education."

"One is a graduate from medicine and one from law, and a large number have taken higher courses in other schools and are holding important positions as principals of schools."

"There are many bright and promising ones among them, but as yet they have not fully shouldered the responsibilities of life, and therefore can not be termed successful individuals, but rather promising."

"Two of our last year graduates (a class of 7) are teaching music, one in this city and the other in Van Buren; one teaches in the schools of Crawford county, Ark., one is clerk and book-keeper in a store, the others are farming and housekeeping in their homes. Several of the undergraduates are or have been teaching. General satisfaction with their work is reported."

"One young man won a prize at the University of Chicago; several have won prizes in other schools of the North. Two or three are now physicans; several are successful business men and farmers."

"One of my pupils after leaving the primary department of my school was admitted to the white grammar school, from which she has since graduated at the head of her class, and at the Regents'examination, New York State, stood by several marks above all the rest."

"My graduates are teaching because other fields are practically closed against them."

"I only instructed primary grades five months; I had thirty pupils; a few are now taking higher courses, but the most of them are farmers in their native district. Our graduates from here follow teaching generally. We carry about 125 students, the greater number in the English and preparatory departments."

"Most of them who are once employed as teachers are again wanted. Two have been mail clerks on the Iron Mountain Railroad system for a number of years. Five are successful pastors, holding some of the leading appointments in the state. One has just received an appointment in the Census Bureau at Washington."

"One is a lawyer, one a successful merchant, one a minister and five are in the Government service."

"These young men have all made successful instructors, six in the public schools, two in kindergarten, one as pianist and one as elocutionist."

"Photographers and important positions on railroads."

"Some are very successful railroad mail agents, others successful teachers and musicians, one a minister, one in the Tuskegee faculty, one a physician and one a newspaper editor."

"Several have graduated from the leading universities and are doing successful work in the ministry, law, medicine and business."

"Teachers so far as I know have been very successful in rural districts. Farmers have been able to protect themselves from the 'store' system. As to individual instances they cannot now be given, owing to the remoteness of time since teaching. I taught before going to college."

"Three ministers, two lawyers, four actors, eight elocutionists and five teachers."(From a teacher of elocution.)

"Some few that I am in touch with are teachers, others mechanics, some few butlers. One or more are soldiers and were in the 25th regiment that fought so bravely at the battle of Santiago. Two other of my pupils are now filling positions in the city graded schools."

"We have over sixty schools in this county, and more than three-fifths of the teachers were trained under me. I can say the same of the teachers of Laurens county."

"Many are having substantial success, none are failing to my knowledge."

"They are making a success in teaching. They are getting from $30 to $35 per month."

"Some in school, some in business and professional life."

"One is an editor, one the business manager of the paper; many hold prominent places in the church, some are business men and women, some college presidents and professors."

"They are having very good success in teaching. Those who entered higher schools of learning are doing very well so far as I have been able to learn."

"One is a wealthy farmer, another is owner and operator of a saw mill, a third is an excellent carpenter in Columbia, a fourth a successful merchant. One lady is assistant principal of city schools, Union City, Tenn."

"Two have bought good sized farms, about 150 acres apiece. One is a distiller and has made quite a bit of money."

"Have through communication by letter received information that some have fitted themselves for the medical profession and clergy. Others are successful farmers. Have no information as to the vocations of female pupils."

"A great many have succeeded and many have failed."

"They have not been out long enough to be fairly judged, but most of them have begun well."

"Teachers, farmers, merchants and ministers."

"I don't know of any instance of marked success due to my influence."

"Taking them all in all they are doing extremely well in all their work."

"One of my pupils was "gunner's mate" on the Brooklyn with Schley when he destroyed Cervera's fleet off Santiago. He is now on the Newark, Philippine Islands. Two of my graduates are conspicuously efficient postal clerks in Texas, saving money and accumulating property. Another is now a trusted employee of a large drug company in St. Louis; another young fellow does the clerical work of a cotton buyer who dispensed with the services of a young white man for the purpose. There are many successful teachers among them."

"Several are teachers. One is principal of a high school in Xenia, Ohio. One is assistant in the Sumner high school, St. Louis, Mo. A few are ministers, five or six are physicians, some are farmers, some are mechanics, barbers, hotel waiters, etc. Naturally, as in other cases, some are vagabonds, I suppose."

"The students that I have instructed have not entered life's works fully

yet, but teach and farm as means of pursuing their education. Hence their work is too short for any marked success."

"I know of none that have made any special record."

"One holds a certificate as supervising principal in the city of Philadelphia, but has never been given a position. Others are holding positions as principals of schools and in offices of trust."

"Ten have entered the ministry, twenty-three have studied law and medicine and are practicing;about five per cent. have taken higher courses of study and are mostly teaching. Among the number are graduates from Fisk, Atlanta, Wilberforce, Howard University and Central Tennessee Colleges. A number are in United States mail service and departments at Washington."

"Several have completed courses in theology and medicine. A few are merchants. One is an editor of a New England newspaper."

"There are two very successful grocers in Hagerstown, Md. A brilliant young man who is principal of the public school in Cumberland, Md., and a bright young woman in Charleston, W. Va., and at least half dozen very successful physicians in various parts of West Virginia. Two young ministers in Lawnton, Va. Two teachers in Storer College, two in Virginia Seminary."

"I have taught several hundred in primary and a few in advanced grades. I do not know of more than four of the advanced grades that made a success."

"I have heard of no failures."

"Some of my early pupils are teaching over the Western and Southern States and are doing good work. Some are attending the industrial schools of Alabama and are prepared to do good work in the trades. Some own their farms."

"Fifteen have been employed in schools of Knoxville, five are employed now out of sixteen. One has graduated in pharmacy, another in medicine, a third is a merchant, a fourth a tailor, another a sign writer."

"Two of them won laurels in college. One became a printer, one a cornetist of rare skill. Several became pianists, one a skilled brickmason; others became successful teachers in public schools."

"Professional men, business men, farmers and teachers, among them are Mrs. Booker T. Washington; the country knows something of her career. I have no record but there are several thousands of my pupils doing successful work."

"Two are principals of state normal schools, fifteen are practicing physicians, five are successful lawyers, one recorder of deeds in the District

of Columbia. Many are successful pastors and missionaries."

"They have all taught successfully in the public schools."

"I found most of my pupils energetic, and they were earnest in their studies. They seem to do very well."

"One minister, two physicians, one pharmacist, one undertaker."

"They have given very good satisfaction as teachers so far as I can ascertain."

"In nearly every state, from the Potomac to the Gulf, are young men and women engaged in teaching and other professions, who have been under my instruction. There are eight or ten in the State of Texas alone. Some have engaged in business. The most of them have accumulated property and been helpful to the people among whom they have labored."

"A grocer of Pembroke, Ky., a well-known planter and land owner, and two students of medicine at Nashville and Louisville."

"There are thirty graduates of the Pearl High School teaching in the Nashville city schools."

"Three or four have saved money enough to buy large farms, one has made such a good record as clerk in a store that his wages have been raised from $25 to $45 per month."

"I think seven-eighths drop out before they reach the secondary grades. Of this number there are few if any who aim higher than the common laborer's plane. Of those who reach the secondary grades we need to consider separately, first, those who drop out, and second, those who graduate. Of those who drop out, 60 or 70 per cent teach or go elsewhere to school, and of the ones who have graduated from our high schools, thirteen in number, one is dead; one labors to support his family; two are learning trades; three are in college and six are teachers. One has taught in the city school ever since she graduated with my first class in '97."

"Many of my former pupils have achieved success as teachers here. One young woman is a physician of repute in New Orleans, La. Some of the young men are pastors."

"One is at present a successful solicitor in the Island of Barbados, a second has received the B.A. degree of Durham University, England, and is now preparing for the Island Scholarship, which will give him his remaining education at Oxford University, England."

"Eight teachers, one physician, one lawyer, one painter, two farmers."

"One minister to Liberia, one consul to Paraguay, two lawyers, one Bishop of the A. M. E. Church, one founder of an industrial school, several ministers and teachers."

"I might mention quite a number who are successfully engaged in teaching at present; also some who are operating successful businesses; some are taking a college course preparing to teach, others to practice medicine, while one, to my knowledge, is preparing for law. The few that have started out are farmers."

"Those who have graduated from this institution are chiefly teachers, and have had thousands of pupils under their instruction. There are also physicians, lawyers, dentists, electrical engineers, civil and mechanical engineers and business men among the alumni."

"One of my pupils in the year 1867 is today the head of one of the leading Negro colleges in the southwest. One of my pupils from this institution, a person of physical deformity, who worked his way through by means derived from labor, is vice-president of the largest colored public school in this state. In about eighteen months after leaving school he saved sufficient means from his limited salary as a teacher to purchase a lot, plan a house and help to construct it; the property is worth about $1000. The majority of graduates of the institution have either their own homes or improved property."

Some of the pupils referred to have afterward graduated from college and are included elsewhere in this study. Most teachers have picked out the cases of success and said nothing of the failures, of which there must have been many. Still the record is interesting and shows something of the work of the college-bred teacher.

15. *Other Professions.*—Outside the work of teachers, the chief professions followed are the ministry, law, and medicine. In most cases a regular professional course is pursued after the college course is finished, in order to prepare for the profession. The chief theological schools are Biddle, at Charlotte, N. C., Howard, at Washington, D. C., Gammon, at Atlanta, Ga., Straight, at New Orleans, La., Payne, at Wilberforce, O., Lincoln, in Penna., and Union, at Richmond, Va. These institutions and others have turned out large numbers of ministers, until the supply today is rather more than the demand, and the number of the students is falling off. The work of replacing the ordinary Negro preachers by college-bred men will go on slowly, but it will require many years and much advance in other lines before this work is finished. Some colored men have gone to Northern theological schools, usually to the Hartford Theological School, Newton Seminary and Yale University. The leading Negro ministers today are not usually college-bred men; still a large number of the rising ministers are such, and the influence of the younger set is wide-spread.

There are comparatively few Negro law schools, those at Shaw University and Howard being practically the only ones. There has been a good deal of contempt thrown on the Negro lawyer, and he has been regarded as superfluous. Without doubt today lawyers are not demanded as much as merchants and artisans, and they have often degenerated into ward politicians of the most annoying type. At the same time there has been a demand for Negro lawyers of the better type. The Negroes are ignorant of the

forms of law, careless of little matters of procedure and have lost thousands of dollars of hard earned property by not consulting lawyers. In criminal cases in the South, where public opinion would support and protect in many cases the innocent but unfortunate white vagabond, it would allow the Negro to go to the corrupting influences of the chaingang. Such practice a white lawyer would not care to follow, because of the prejudice of his clients. Where public opinion sets strongly against a Negro suspect it is very difficult to get a white lawyer to make more than a perfunctory defense, even if convinced of the man's innocence. His standing in the community would be seriously jeopardized if he showed too much zeal. There is, therefore, a distinct place for the black lawyer, but one hard to fill, with small and uncertain income in most cases. Here and there are exceptions, especially in the North. In Boston, for instance, there are four or five colored lawyers who make fair incomes, largely from white practice—foreigners, Jews, Italians and some few Americans. In Chicago there are two or three colored lawyers with large incomes and a host who make a living. Even in a city like Minneapolis with only a handful of black folks, the Journal in a review of the more prominent members of the Bench and Bar, Feb. 10, 1898, speaks of a black man as:

"One of the few members of the Negro race who have succeeded in the practice of law. He was born near Flemingsburg, Ky., on Feb. 22, 1859. His father died when he was two years old, and after the war his mother moved to Ohio, where he attended the public schools of New Richmond and Cincinnati. Later he went to school in Chicago, and afterwards entered the Fisk University at Nashville, Tenn. In 1887 he received the degree of M. A. from Fisk University, and in the same year was admitted to the bar in Illinois, being one of a class of twenty-seven and one out of three who received the highest markings. He was admitted to practice in Tennessee and practiced to some extent at Nashville and Chicago. In 1889 he resigned his position at Fisk University and came to Minneapolis, where he was the first Afro-American lawyer to appear before the courts of Hennepin county. In the course of his practice here he has handled a number of important cases. One of his notable cases was that of the defense of Thomas Lyons in the famous Harris murder trial. Lyons was discharged. In addition to his activity in his profession, Mr. Morris has been identified prominently with all the affairs of his race in the city and state. He has also been prominent in politics."

Some of the reports from other lawyers are of interest: A Memphis lawyer who has practiced for twenty-five years says: "I cannot complain of the treatment I have receive at the hands of both Bench and Bar." A lawyer of Vicksburg, Miss., says: "There are two colored lawyers here in bar of about fifty. I do not enjoy any considerable white practice, but get my share from my race." A Kentucky lawyer writes: "In my profession I am succeeding fairly well. My experience with the whites in all sections is that the white man looks upon himself as white and you as black." A South Carolina man says: "As a rule white lawyers appear friendly; some will associate in cases with colored lawyers. The country

white, however, who sits on the jury is usually ignorant and prejudiced. When the jury is intelligent the chances are better. I am doing fairly well." A very successful Tennessee lawyer reports his collections as follows:

Aug 10—Dec 31, 1889	$ 431 21
1890	1545 15
1891	1916 51
1892	3022 74
1893	3117 74
1894	2640 03
1895	2390 05
1896	2436 29
1897	3465 51
1898	3488 90
1899	4008 29

A Nashville lawyer writes: "I know of no special success attending my practice. I am making a living out of it." A North Carolina practitioner says: "I handle real estate for both white and colored. I have a paying practice in all state courts. My clients are all colored."

From the North the character of the replies differs somewhat: "My practice is largely amongst the whites," says a Minnesota lawyer. From Chicago come several reports: "As a lawyer of six years practice here I have no reason to complain. My clients are about evenly divided between the two races." "In my practice as a lawyer for the past seven years, I have done general law practice; nine-tenths of my patronage from point of emolument has been and is from white clientage. I do considerable business for Irish people, a few Germans, many Poles and Bohemians, and many of English descent." "My clients are nearly all white. When people here want a lawyer, they want a man that can do their work, and they don't consider the color of his skin." From Buffalo, N. Y., a lawyer writes: "My practice has not yet assumed proportions sufficiently extensive or varied to warrant me in making deductions upon present success. I can see no reason, however, why a colored man of high character and the requisite qualifications, should not succeed in the practice of law. Of the white man's skeptical attitude toward the professional Negro's ability and training, one has frequent experiences at once amusing and disgusting." Another writes: "My experience as a lawyer in Buffalo has been pleasant and in my intercourse with the lawyers almost exclusively white, I have had no cause for complaint, being apparently respected by bench and bar. I have been successful in winning cases, but have had less success in collecting fees." A Minnesota lawyer graduated in law in 1894, "was appointed clerk of criminal court and resigned Dec 21, 1898 to serve as a member of the Minnesota House of Representatives; am still a member and have been practicing law. The district I represent, the forty-second, is an entirely white district. I led the Republican ticket by 690 votes." A Cleveland, O., lawyer says: "My practice is increasing." An Omaha, Neb., lawyer says: "My practice has been mixed both as to kind

of cases and classes of people." A Boston lawyer who is common councilman of Cambridge, from a white ward, reports "fair success." Another Boston lawyer has been alderman of Cambridge for several years. A Philadelphia lawyer says: "My practice is largely confined to Jews. The better class of Negroes is not so likely to patronize me as the whites are."

The chief Negro medical schools are Meharry, at Nashville, Tenn., Leonard, at Raleigh, N. C., Howard, at Washington, D. C., Knoxville, at Knoxville, Tenn., and New Orleans, at New Orleans, La. These institutions have done remarkable work in sending out colored physicians. Their standard is lower than the great Northern schools, but in most cases the work seems honestly done and the graduates successful. Negroes have also graduated at the Harvard Medical School, the Medical School of the University of Pennsylvania and other Northern institutions. The rise of the Negro physician has been sudden and significant. Ten years ago few Negro families thought of employing a Negro as a physician. Today few employ any other kind. By pluck and desert black men have cleared here a large field of usefulness. Moreover, in this profession far more than in the ministry and in the law, the professional standard has been kept high. The college-bred physician has had quacks and root doctors to contend with, but to no such extent did they hold and dominate the field as was the case in the churches and criminal courts. The result is today that there is scarcely a sizable city in the United States where it is not possible to secure the services of a well-trained Negro physician of skill and experience. The Freedmen's Hospital, of Washington, has made an extremely good record in the difficult operations performed, general efficiency and training of nurses. Hospitals have grown up in various cities under colored medical men, notably in Chicago, Charleston and Philadelphia. There are state medical associations in Georgia, South Carolina, Tennessee and several other states.

The testimony of physicians themselves is usually hopeful. From the North, a report from Newark, N. J., says: "I am and have been medical representative on our grand jury. Two-thirds of my practice is among whites. I run a drug store in connection with my practice." From New York City: "At first I found the whites very backward in dealing with me, but success in several emergency cases gave me some reputation. Now my practice is about equally divided among black and white." Another from New York city says his practice amounts to about $10,000 a year and he actually collects about half of that. About a third of his patients are white. From Philadelphia one reports a large practice, chiefly among blacks and in the colored hospital. One colored physician is connected with a large white hospital. A lady physician from the same city reports "marked courtesy and respect on the part of all." From the West a Chicago physician says: "I have been quite successful in the short time I have been practicing. About one-half of my patients are white." Another Chicago physician represented the State of Illinois at the Association of Military Surgeons of the United States. From Minnesota, one writes: "I am succeeding in the practice of medicine in a city whose Negro popula-

tion is very small." From Denver it is reported that a Negro was the first chief medical inspector of the Denver health office, and he was also state sanitary officer. He has a large practice. From the border states a Tennessee doctor reports: "I have succeeded in building up a good practice here among my own people. No missionary ever had a better field for useful labor." A man who ranked his class at the Harvard Medical School reports a practice between $3,000 and $4,000 a year. "I am fully successful as a practitioner and surgeon, and I believe I enjoy the confidence of a large number of people." From Missouri a report says: "I meet with most of the best white physicians in consultation and they treat me with courtesy." From Kentucky a young physician reports: "I am located in a town of 12,000 inhabitants, one-third of whom are colored, and am thoroughly convinced that there is a great field here in the South for the educated young colored man. As a physician I am well received by my white professional brother. We ride in the same buggy, consult together, and read each other's books. I have a few white patients, but most of them are colored. I have purchased property on one of our best residence streets and also a business house on the main street of our town." A report from Baltimore, Md., reads: "As a physician I find my practice a paying one." From the heart of the South come many interesting reports. A North Carolina man says: "I have a fair practice for the length of time I have been at work. My intercourse with the white members of my profession is cordial along professional lines. I seek no others." Another North Carolina physician "has treated more than 40,000 patients with reasonable success." He is now conducting a sanitarium for consumptives. A colored man of Savannah, Ga., has been one of the city physicians for more than five years. "I have treated no less than 25,000 patients, including several hundred whites." A Columbia, S. C., practitioner is often "called upon by white physicians to consult with them in medical cases and assist in surgical cases in their practice. I have an extensive and paying practice among my own people and a considerable practice among the poorer classes of the white people." Another North Carolina physician has been usually invited to attend the white state medical society meetings. On the other hand an Arkansas doctor says: "I have experienced some prejudice among my white friends. We do not have much to do with each other as physicians." Still another Arkansas man reports that he "has had a half-interest in some of the real major surgical operations done in this city. I have a large field and am often called to see patients at a distance of twenty and thirty miles." In Macon, Miss., an unusually successful doctor says: "My practice here is very large and among both colored and white. Before I settled here no one had heard of a 'colored doctor.' The history of my parents who had always lived here helped to establish me. I have had white people come here from a distance and board here to get my treatment."

No thoughtful man can deny that the work of Negro professional men as thus indicated has been and still is of immense advantage in the social uplift of the Negro. There have of course been numerous failures, and

there has been a tendency to over supply the demand for ministers and lawyers. This is natural and is not a racial peculiarity, nor indeed is it chargeable to the higher education of the Negro. It was the natural and inevitable rebound of a race of menials granted now for the first time some freedom of economic choice. In the ministry this natural attraction was made doubly strong by the social prominence of the Negro church and by the undue ease with which theological students can get their training all over the land. Nevertheless, granting all the evils arising from some over-crowding of the professions, the good accomplished by well-trained ministers, business-like lawyers and skilled physicians, has far outbalanced it.

16. *Group Leadership.*—Beside the regular occupations indicated above, college-bred Negroes have been active in literary and philanthropic work of various kinds. The following cases are especially reported:

Active work in religious societies	101
Investing in business enterprises conducted by Negroes	48
Contributing to Negro and other newspapers	105
Editing and publishing newspapers	40
Lecturers	21
College and student aid	20
Benevolent club work	9
Farming and truck gardening	10
Nurseries, orphanages and homes	12
Slum, prison and temperance work	16
Organized charity	15
Kindergartens and mothers' meetings	7
Building associations	7
Hospitals	10
Savings banks	4
Contributing to magazines	11
Papers before learned societies	9

The above represent the principal activities of 450 persons in philanthropic and social lines outside their regular occupations. Much of the work thus done has been of great benefit, especially in the establishment of refuges and hospitals and business enterprises of various sorts. The character of the work done may be gained from some of the following reports of social and benevolent activities:

"One of the founders of the Provident Hospital, Chicago."

"Member of the advisory board of the St. Louis Orphans' Home."

"Member of the board of managers of the Home for Aged and Infirm Colored Persons, Philadelphia."

"Member of the board of managers of the Eureka Educational and Charitable Association of Baltimore, Md."

"One of the founders of McKane Hospital, Savannah, Ga."

"Organizer of the S. C. Association of Colored Physicians."

"Helping out in a joint stock grocery company."

"Assisting in the movement to secure a Home for Colored Orphans and also to establish a day nursery for poor children in St. Louis."

"Helped establish the St. Louis Colored Orphans' Home at 1427 North 12th street."

"Organized reading circles."

"Was chief commissioner for the State of Georgia for Negroes at the time of the Cotton States Exposition."

"Trustee of the friendly society, which owns $2,000 worth of real estate."

"Have charge of a Sunday school, night school, and choir, besides instrumental and vocal music in my church."

"We have organized a savings society to loan small amounts to members on personal security."

"Am member of the board of directors for Kindergartens."

"I am superintendent of the Anti-Saloon League work among the colored people of Arkansas."

"I am a member of the Colored Orphans' Home Association, of Jacksonville, Fla."

"I have assisted in establishing a drug store, a grocery, and a cigar factory in Durham, N. C."

"Beside my teaching, I am president and manager of the Orangeburg, S. C., Mercantile Association."

"Am a director of the Capitol Savings Bank and former president of the Industrial Building and Loan Association, Washington, D. C."

"I established and under the management of a partner ran the first Negro store in Brownsville, Tenn."

"I am a director of the Home for Orphans and Aged Colored People, in San Antonio, Texas."

"For the last eight years I have taught gratuitously children of the neighboring farms, in Arkansas, in my house in winter, and under the trees in summer."

"I was one of the chief promoters of the Colored Orphan Asylum at Oxford, N. C., to which the state now contributes $5,000 annually."

"For fifteen years I have been president of the lady managers of the Colored Orphan Asylum, of Cincinnati, Ohio."

"I belong to a building association in Washington, D. C."

"I am interested in relief societies and the Capital Savings Bank."

"I am president of the McDonough Memorial Hospital, of New York City, and have invested in mercantile ventures."

"I am one of the editors of African Methodist Sunday School literature."

"I have raised in all $3,800 toward purchasing school property and building school houses."

"I have aided forty three students through college."

"I am manager of a teachers' summer home and normal school Chatauqua, in Alabama."

"I was instrumental in establishing a savings bank in Birmingham, Ala."

"I have organized a citizens union in South Atlanta, Ga., for the purpose of caring for the streets and sanitary condition of said place."

"I have helped conduct mother's meetings and helped in charitable work of various kinds."

17. *Political Activity.* The question of Negro suffrage is bound to call for the attention of the Nation for many years to come. The suffrage was bestowed upon the freedmen as a measure of defence as well as of justice. This action has been severely criticized on the ground that enfranchised ignorance could not and ought not to rule in any community, and that Negro suffrage means nothing less than this. This is without doubt a strong argument—so strong that the nation is today apathetic in the questionable legal expedients designed to suppress the Negro vote in the South. Whatever may be said as to the larger aspects of this question, certainly in the study of this group of Negroes we have a chance to throw an interesting side-light on the problem. Here at least we have a group that cannot be called ignorant. They are well trained men, and in the testimony of their neighbors, teachers, and friends, usually honest and industrious. Most of these men vote:

Number who usually vote	508 or 70 %
Those who usually do not vote	213 or 30 %
Total	721

Of these 455, or 63 % of those reporting, think their votes are counted. If we confine ourselves to the South, we find:

Persons who vote	361 or 69 %
Persons who do not vote	159 or 31 %
	520

In the North 81 % vote usually. More light is thrown on the problem by quoting verbatim some of the answers:

THE COLLEGE-BRED VOTER.

STATE.	DO YOU VOTE?	IS YOUR VOTE COUNTED?
Texas	Yes	Yes, if I vote the Democratic ticket, if not I cannot say.
Mississippi	No	I take no stock in politics.
Georgia	No	There are no Republican candidates save in presidential years.
Tennessee	Yes	Yes, colored men vote in East Tenn.
Mississippi	No	I find it wise to leave politics alone.
Texas	Yes, always	There has been no attempt to stop me from voting and my vote is counted.
So. Carolina	Yes, for local officers	My vote for state officers would not be counted, if cast.
Louisiana	No.	No, politics are very corrupt; but they are growing better.
Alabama	No	Negroes do not vote in Selma as a rule—I follow the rule.
Alabama	No.	My vote would not be counted.
Alabama	Not since 1892	I was not allowed to vote at the presidential election that year and have not attempted since.
So. Carolina	No.	The fraudulent laws of this state make voting useless,
Penn	Very seldom	Yes.
So. Carolina	No.	Useless to vote here.
So. Carolina	No	It would not be.
Kentucky	Yes	Yes.
Georgia	No	Prevented from voting by "white primary" system.
Tennessee	Yes	Yes.
Kentucky	Yes, when permitted	Not always.
Georgia	I may if I wish	Not in this part of the state. Negroes may vote but it is understood by all local candidates that no Negro's vote is to be counted on either side. Nine-tenths of the Negroes never vote.
So. Carolina	Sometimes	Doubtful.
N. Carolina	Yes	In the past, but I cannot speak for the future.
Georgia	Yes	No.
Virginia	When I get a chance	I do not know; we can never get behind the returning boards.
So. Carolina	Yes	Yes, but there are very few qualified Negro voters in this district, so that our votes cause no inconvenience to the opposition.
Tennessee	Yes	The entire election machinery is in the hands of the Democrats.
Texas	Yes	Yes, all votes are counted in this part of Texas (Dallas).
Texas	Yes	Yes, I am now running for alderman, with a fair chance for success (Corpus Christi).
Mississippi	Sometimes	The whites let my ballot pass usually.
N. Carolina	Yes	Formerly. I doubt it this year.
So. Carolina	Yes	Usually not.

THE COLLEGE-BRED VOTER (Continued.)

STATE.	DO YOU VOTE?	IS YOUR VOTE COUNTED?
Tennessee	Yes	Yes, but sometimes for opposite party.
Texas	Yes, always	Yes. In Brazos county the black vote is sought after. We use it to get good schools, teachers and officers. Some Negroes are elected to local offices.
Texas	Yes	I am not sure, but I think so (Houston).
Mississippi	For president	I think not.
Tennessee	Yes	No.
Mississippi	Yes	I live in Mississippi!
Mississippi	Yes	I live in Mississippi!
So. Carolina	Yes	A hard question to answer.
Indian Ter.	No election	We colored landowners have an organization to protect our interests.
Florida	Yes, it is my duty	I hope so.
Tennessee	Yes	I think not.
Virginia	Yes, always	Not always.
Arkansas	Yes	Yes, but sometimes for other candidates.
Tennessee	Yes	Yes, under present laws the Negro vote can be counted without fear.
Louisiana	Yes	Not always as cast, for the dominant party control all election machinery, and count votes as the emergency requires.
Arkansas	Sometimes	Hardly, in these benighted parts of Christendom.
So. Carolina	I do	I doubt it—you understand the disfranchising schemes of South Carolina.
Virginia	Yes	It is deposited in the ballot box but it is not very effective.
Mississippi	Yes	Yes, but the "white primary" renders it null.
So. Carolina	No	My circumstances have not allowed me to vote.

These answers show how largely the suffrage in the South is regulated by local conditions and peculiarities. Between one-third and one-half of the intelligent Negroes are apparently disfranchised in the majority of cases, either by law, custom or policy. On the other hand a considerable number vote and have their votes counted, and many have held public offices south and north as the following table shows:

IMPORTANT PUBLIC OFFICES HELD AT VARIOUS TIMES BY COLLEGE-BRED NEGROES.

U. S. Minister to Hayti.
6 Members of the Legislature, (N.C., Ill., Ga., Tenn., Miss., Minn.)
Engrossing Clerk, General Assembly.
4 Tax Assessors, (Ill., Ark., Miss., N. C.)
Deputy Collector of Customs, (La.)
7 Members City Council, (Ky., N. C., Pa., Mass.)
8 Members Board of Education, (N.C., O., Tenn., D. C., Ga., Kan.)
5 Officials in Custom Houses, (La., Tenn., Ga., Va.)

2 State Superintendents of Public Instruction, (La., Ala.)
2 Assistant District Attorneys, (N. Y.)
2 District County Clerks, (Kan.)
Deputy Circuit Clerk, (Ark.)
Prosecuting Attorney, (Ill.)
Secretary of Haytian Legation.
Tax Collector, (Pa.)
Mayor, (S. C.?)
Chaplain House of Representatives, (S. C.)
2 Medical Inspectors, (Pa., Col.,)
Registrar of Births and Deaths, (West Indies.)
Registrar of Deposits, U. S. Mint, (La.)
Warden of Town, (S.C.)

18. *Ownership of Property.* It is very difficult to collect reliable statistics of property which are not based on actual records. It was not advisable, therefore, to ask those to whom reports were sent the amount of property they were worth, for with the best of motives on the part of those answering the resulting figures would be largely estimates and personal opinion. One kind of property, however, is least of all liable to be unknown to persons, or to be exaggerated in honest reports, and that is Real Estate. Each college-bred Negro was asked, therefore, to state the assessed value of the real estate owned by him; the following table was the result of 557 answers:

ASSESSED VALUE OF REAL ESTATE.

	Number.	Actual am't.
Under $100	3	150.50.
$ 100-200	3	410.
" 200-300	15	2,035.
" 300-400	10	4,810.
" 400-500	5	1,625.
" 500-750	58	31,400.
" 750-1,000	28	23,375.
" 1,000-2,000	129	162,230.
" 2,000-3,000	73	158,400.
" 3,000-4,000	42	239,887.
" 4,000-5,000	18	82,600.
" 5,000-6,000	36	182,275.
" 6,000-7,000	13	75,540.
" 7,000-8,000	7	56,500.
" 8,000-10,000	9	79,375.
" 10,000-15,000	17	161,000.
" 15,000-20,000	5	71,550.
" 20,000-25,000	1	21,700.
Own no real estate	85	0.
	557	$ 1,342,862.50.
Average per individual,		$ 2,411.

With regard to the 85 who are tabulated as owning no real estate, it is not certain that in all cases this is a fact, or that some of them may not have had property which they did not wish to report. There is no way of knowing, of course, how far these six hundred persons are representative of the 2,331 Negro graduates. All things considered, however, this is probably an understatement of the property held, for while many of those not reporting held no property, yet most of those who did report represent the more recent graduates who have just begun to accumulate, while numbers of the other graduates with considerable property could not be reached. Some who are known to own property did not report it. It is therefore a conservative statement to say that college-bred Negroes in the United States own on an average $2,400 worth of real estate, assessed value. If the assessed value is two thirds of the real value in most cases this represents $3,600 worth of property, market value. To this must be added the worth of all personal property, so that the average accumulations of this class may average $5,000 each, or $10,000,000 for the group. Such figures are, of course, mere estimates, but in the light of the testimony they are plausible.

19. *The Future of the Negro.* Among the most interesting of the answers received were those given to the questions: "Are you hopeful for the future of the Negro in this country?" "Have you any suggestions?" Of 733 answers received

641 were hopeful,
40 were doubtful,
52 were not hopeful.
276 persons simply answered "hopeful."

Others who were hopeful made the following suggestions as to the best methods and ways of advance:

125, "College and industrial training."
49, "Accumulate land and wealth."
47, "Better trained leaders."
34, "More unity among ourselves."
28, "The way seems dark."
17, "A more friendly feeling between the races."
11, "Parents and women hold the keys to success."
10, "America is our home; stay here and work out the problem."
8, "Better sexual morals."
8, "Keep out of politics."
7, "Eventually some must emigrate."
6, "Learn economy."
4, "The Negro will never rule, but will gradually gain his rights."
1, "Emigration talk should be stopped."

Of persons who said simply "not hopeful" there were 49. Others who were not hopeful or doubtful said:

9, "They must migrate."
6, "Fight for morals, industry and higher education."
5, "Little chance for the masses; certain individuals will survive."
4, "Do not accumulate means."
3, "The industrial craze must be stopped."
2, "Prejudice has gone to the North."
2, "He must enter the commercial world."
1, "Tendencies of the youth to crime."

The different points of view can best be appreciated by reading the following extracts:

"I am hopeful of the Negro. The changes in a rapidly developing country like ours will afford many opportunities for the advancement of the Negro; let him acquire the keenness of vision to see them and have the good sense to embrace them; let him seize every opportunity to put any community or the country at large under obligations to him for some manly service, regardless of how he is treated now. These obligations will be paid, if not in this, in the next generation. Problems will do good. Every *theory* presented by his opponents can be shattered by facts, facts, facts. There is no way in the world to deprive him long of a vote. It is very dark for him now. I think ignorance is making it harder for him than it would otherwise be. Not simply a want of knowledge of letters, but a general deficiency in everything necessary for well being."

"Yes, but it is only in proportion as the Negro is socially, commercially and politicaily oppressed by the white people. In other words, under existing circumstances, I count oppression a blessing."

"Sometimes I am hopeful, sometimes I am not. In this part of the country Negroes do not seem to embrace opportunities. Too much talent is wasted in politics and in office holding."

"I have always heretofore lived North and have not known the real condition of my people South. While I think I may say I am hopeful, yet as I see the conditions here I sometimes think that it is the progress rather than our lack of progress that is causing the continued friction between the races."

"While I am hopeful of the future of the Negro in this country, I realize that he is now passing through the most crucial period of his existence here,if we except his condition in slavery; the sympathy of the North is being largely withdrawn from him and the South I believe to be growing more antagonistic to his progress and self respect as a citizen. I would suggest a college education for the few exceptionally bright,and industrial training for the majority of the Negro youths."

"His future depends upon his own self respect and thrift."

"Despite hindrances, too many opportunities are opened and opening for us, for it to be possible to despair. The work of school houses and churches, of such organizations as you represent, mean a brighter day. The greatest need of our people, as I can see it,is *parents*. We need, need sadly, fathers and mothers who realize the full importance of the training of the children sent to them. Every home that has a cultivated, womanly mother and a manly, intelligent father is a source of strength and power. God grant that such homes may increase."

"This country offers the Negro the brightest future of any in the world. He will and must succeed."

"Present oppression, suppression and misrepresentation must give place to a sentiment of fairness and fair play. We must expedite its coming by

developing a ministry that will study and comprehend the moral needs of the race and teach accordingly. Parents must be awakened to a sense of their duty as parents—the trend of the youth toward the vices must be checked. I am not in sympathy with those who say that the Negro should eschew politics to the extent of neglecting to exercise his franchise."

"The Negro must know that he must rid himself of obnoxious characteristics, save money, acquire property, learn trades and become moral. The leading men among us must have sense enough to denounce the rapist as well as the lynchers."

"Guard well the sanctity of the home. Make a home, beautify it, make it pure, protect it, defend it, die by it. If the youths of our race were sent out from pure, happy, well-regulated homes, half the battle would be fought to begin with."

"In spite of conditions, apparently inauspicious, I am sufficiently optimistic to be hopeful of the future of the American Negro. I consider the ostracism, political, social, industrial, etc., to which he is subjected, to be a training school out of which he will emerge a united race, and as a necessary concomitant, invincible. The key to the situation is the fostering of the spirit of race pride and the formation of ideals, necessary to be realized and possible of realization."

"I think the strong caste prejudice in certain sections will lessen as those sections become less provincial and more cosmopolitan."

"I find that the Negro's ignorance, superstition, vice and poverty do not disturb and unnerve his enemies so much as his rapid strides upward and onward."

"I would like to see a restricted ballot fairly applied; I believe the Negro would be the greater gainer."

"I suggest that one-tenth of his external religious energy be applied to the accumulation of homes and desirable lands."

"The future of the Negro depends upon his making himself felt as a race. Not by force, but by intelligence and wealth. Also, I would add that our colored lawyers have much to do, for through them we are to get our legal rights."

"When we look at the masses of our people and see on the one hand ignorance, and on the other, careless indifference, it is difficult to feel very hopeful for the future. We see so many of our young people who seem to have no thought of the future, no ideas beyond having a good time in the present, who seem able to have no enthusiasm over anything higher than a ball or like entertainment. They cannot be brought to take interest in any measure that will benefit us as a people."

"Patience, character, time. I believe the Negro will have to build up a government of his own somewhere."

"A good many of our young men and ladies after they have gone to college think that manual labor is not for them to do. When we get more real estate we can open stores and other places of business and employ the college-bred Negro."

"*Money*, MONEY, MONEY, is what he needs."

"The Negro should engage in business, have his own stores, dry goods, drugs, groceries, banks, his own professional men; and make morality and education the basis of worth."

"I would suggest that we accumulate more property, get homes, and

that those who have homes, invest their money in Negro enterprises."

"I am very hopeful. All of the older races have risen and fallen; the white race is at its zenith and of necessity will fall and the Negro take its place."

"I am indeed hopeful for our future and not only in this country but here in the South. Daily I ride through thousands of acres of land owned by Negroes in Mississippi. They are happy and prospering. Let us fear God, treat our white neighbor with courtesy, save money and educate our children, and the close of the 20th century will find us a great and prosperous people."

"For the remote future I am hopeful; but a triumph which is to come only 'after the silence of the centuries' holds out little to those of the present age; and still there is some pleasure in planting trees for future generations."

"I have never seen any good or sensible reason to despair of the future of our people in this country, though I must admit the outlook at times is anything but hopeful. I cannot escape the conclusion that it would have been better for the race in the long run, had a territory or territories been set apart for it. His progress would certainly have been more apparent. As it now is he is overshadowed by the white race. The Negro may eventually reach his best here and will doubtless, but it will be a long while yet."

"Quite as hopeful as I am for him anywhere else. I do not think he would be in peaceful possession of a career in Hades if it afforded an opportunity to a white man to make money. I think in the course of time the Negro in this country will be all right, but it will be so long as to afford small consolation to us the present sojourners."

"I am hopeful for individual members of the race, but for the race as a whole, I am not. I am in favor of expatriation."

"I have an abiding faith in the triumph of the right, based on merit, virtue and capacity."

"I am hopeful of the Negro in this country, and moreover hopeful of him in Africa. Behold, He that keepeth Israel shall neither slumber nor sleep."

"Education, refinement, character and money will settle the Negro problem everywhere."

"I am hopeful of the future of the race. As we become better educated, we shall then be better prepared for our protection. I favor emigration of well informed persons of the race to some good location in Africa."

"I believe that the success of the Negro is assured if he pursues and is allowed to pursue the different employments that have led to the success of other citizens in this country. We must have intelligent laborers, farmers and mechanics among colored men. We must have also men learned in law, medicine and theology; in time, men eminent in science and literature."

"For a long time it will be the task of the intelligent Negro kindly to point out deficiencies of the race and make helpful suggestions. Our country demands a better Negro. To produce him will require better homes, better schools and better churches."

"Get everything that the white man gets, and that he wants. Protect the virtue of deserving females of any race. Have principle and dare defend it. These done and clouds will clear away."

"I would suggest that our leading men do less talking on the Negro question as such. Much talking means much concession and much con-

cession means less opportunity."

"More should turn their attention to business and fewer enter the professions of teaching or preaching."

"As a race,no; as individuals,yes. Class legislation, such as 'Jim Crow cars,' disfranchisement, and other kindred evils,is slowly undermining the manhood of the race. The Negro begins to think that he is in all respects inferior to all other people."

"I believe that the wheels of progress never glide backward. How fast the advancement of the Negro will be, is left to his control. I believe in union of Negroes: that they should stand together in all things and that their inherent prejudice should be turned from each other and directed toward those who hate them."

"Suppress the so-called political leaders among us and send those who incite to deeds of violence to the Transvaal,and the period of right living and right thinking which must come will be hastened."

"I am hopeful for the future of the Negro in this country. I would suggest that he continue to 'saw wood' and save the dust, for 'Money is King.'"

"Never lose sight of the fact that in the United States the dollar makes the man—although the doctrine is as false as hell."

"Those of us who are getting out of the wilderness and mire of ignorance and degradation must help those who will not or cannot help themselves."

"Why should I not be hopeful? The abandonment of the priesthood of a race has always been attended with disasters. Let the Negro stick to his church in the service of God. Be honest, honorable, peaceable, make and save money, educate his children as highly as he can afford to, attend to his own business and let white people settle their own quarrels."

"I suggest that religious and educational work should be done on the missionary plan in the lanes and quarters where the lowest and most vicious Negroes live. Negro churches are not practical enough in their work. Religion is too often mistaken for piety. Our educated young people are too high above the masses to help them. Let them personally help in the moral uplift of the criminal classes and especially their children. Industrial training should be advocated for the masses, but higher education should not be discouraged when the means and ability are sufficient."

"I believe that ultimately, just as the Pilgrim Fathers left England to escape persecution, so the Negro will have to leave this country to escape color persecution. It is also necessary for him to leave this country to gain racial independence. As long as the Negro is carried about in the lap of the superior race as an infant in 'swaddling clothes,' which he is, or as long as he permits any other people to assign to him a place he does not like or which he has not carved out for himself, or which he is unable to maintain, so long will he continue to remain helpless and despised. There are plenty of countries in the tropics where the thrifty Negro may go,and where by patient and earnest toil he might lay the foundation of a government which would be free from color persecution and which would be attractive to future generations of American Negroes."

"I am hopeful, though it is dark just now,and the world seems to be against us. God is just and will lead us through the cloud in his time. The people should be urged to buy land, get homes, educate their children, save their money, live honestly and stick together—that is, love our race better than any other."

"The abundance of ignorance and poverty among our people is the general hindrance."

"I would suggest that we be honest with ourselves, not try to lay the blame upon some one else—stop whining and try by individual effort and accomplishment to prove our claim and right to American citizenship."

"My suggestion is that he make good use of the opportunities at hand, develop that which is best in himself. Don't strive to be other people but make himself the equal and if possible the superior of other people."

"When I look back to the point from which the Negro started, the distance he has already come and the achievements he has made through adverse circumstances, all this is to me but dim prophecy of future possibilities, and therefore I can see no reason for despair, though the night be dark and the storm rage."

"I believe in the final triumph of Christian principles in America. Moral, intellectual and industrial improvement will do much to change prejudice toward the Negro."

"I have the most profound confidence in the future of the Negro; but there is need, 1st, of a greater dissemination of knowledge among the masses; 2d, more attention given to real character building; 3d, facts creditable to the Negro made known; 4th, falsehoods answered and publicly exposed; 5th, immoral and weakening habits rebuked, and Judases among Negroes denounced."

"Yes, but only by reason of earnest efforts of those of us who think. The social conditions are bad, bad."

"The Negro is coming! Getting to be an American citizen fast; he has already got hold of American prejudices and the American's estimate of every body's merit. He is reading everything that the white man has written and preparing himself to write the white man's fall."

"If the white people were more disposed to reason on the race question from the Negro's standpoint, and the colored people were also more disposed to reason on the question from the white man's standpoint there would be good ground for being more hopeful."

"I was hopeful until I went to Alabama."

"For the Negro in this country,as considered in the face of a fixed and powerful opposition that hesitates not to stultify its religion and assassinate its moral codes, I have little hope. The Negro will, but he cannot. If the fullest glow of warmth and glare of light possible to American life would be afforded him, he would come to the light and walk in the light, but with a flaming sword at every gate he cannot progress. Without a radical and early change in the general judgment and treatment of the Negro the first half of the 20th century will place him in a position more inextricable and more hopeless than his enslavement."

"I am not prepared to say. The outlook is very gloomy. The Negro fails to make the best of his opportunities."

"I am sorry to say that the future for the Negro in this country looks very dark to me, and the more I come in contact with the masses of the people, especially our people, the more confirmed becomes my opinion."

"I would advise that the Negro get more and more into business, because this is the one common meeting ground between him and other races, where he can work out his salvation without so much prejudice. This will lay the broadest foundation for his mental, moral, religious and industrial development as a race."

"Am much afraid of the bad influence of so-called leaders who lack the moral stamina, and often have large influence with the masses. They

work on their prejudice,and appeal to their instincts. In place of noisy 'leagues,' 'conventions' and showy resolutions and talk, only talk, more solid, honest, modest work among us, would wonderfully help. Our leadership is often superficial in character, sentimental, insincere. We are often discredited among better classes of other races because we fail to discriminate on lines of character."

"In a manner, yes. He is a sluggish, lazy creature, however, and must be driven either by necessity or some other master, or he will not accomplish much. They need competent leadership, especially in the pulpit, from which point most of them may be reached. Too many of their ministers are mercenary politicians entirely lacking in character."

"Very hopeful. The work lies mainly in the hands of teachers and ministers. They must insist upon neatness, cleanliness, good orderly homes, refinement, quiet manners in all public places. Teach boys and girls to establish an ever increasing bank account. Every family should have at least one good newspaper and family magazine."

"No, there is no future here for the Negro but peonage. A few of the quadroons will lift themselves out of the slough of oppression and go to the English colonies. The mass will go lower and lower to the dead level of mere existence. The reasons for this are the terrible combination of odds against the Negro and his own qualities."

"A few years ago I had great hope that the depressing conditions which existed then could not last long, but my hopes have about faded. The main reason for this is in the fact that prejudice against the colored man has spread from the South to the farthest point North."

"I am discouraged when I note, particularly in the South, the tendency of our young men to immorality, vice and crime. The saloon and the dice are playing terrible havoc with the 'flower' of the race. I am more hopeful for the young women, as shown by the numbers that are being trained in schools and colleges."

"The Negro cannot be a great race in this country. Let the race learn all the trades and professions and thus be prepared for separation, for separation must come some time."

"I am hopeful. I would suggest that the Negro leaders, preachers, teachers, editors, etc., assemble and have a conservative understanding as to how shall we best reach and improve the condition of that class of Negroes who are guilty of the crimes which are the alleged cause of the confusion in this country. That class of Negroes who are guilty of confusing this country with heinous crimes, is a class that never attend church and school, nor do they read a paper."

"I have some hope for the future of the Negro in this country if Afro-American parents,preachers, teachers and leaders will look out a hundredfold more for the boys of the race. Our girls are more carefully looked after and trained. But the boys are supposed to be future heads of families. Let them be so in deed as in name."

"I believe he can prosper here if he'll get an education, be honest and accumulate property. I believe the future of the Negro rests with the women. Every effort should be made by mothers and schools to raise their morals. I would advise young women not to take immoral men as their equals. Mothers should teach their daughters that it is better to be alone than in bad company."

"Believing in Providence and human effort, I am hopeful."

"The blood of the various races in this country will finally be mingled,

until the race distinctions are obliterated. The inevitable teachings of history will not be reversed."

"While I believe our condition will improve in this country, I think the final outcome will be a separation of the races."

"The future of the Negro is not as bright as many of our friends would have us believe. His opportunities for practical development are becoming fewer every day. I am fully in accord with Bishop Turner's advice. I heartily endorse it and candidly believe it will eventually gain favor with the masses."

"Our future looks dark to me. I think colonization out west or in the West Indies our only hope."

"There is no hope for the Negro in America unless put to himself. As long as he is found with the white people so long will he be their servant. This is clearly seen every day. The prejudice is too great. Emigration is the only solution. Let him get to himself."

"The masses for several generations must suffer; success will be individual."

"The Negro religion at the present time is a hissing and a reproach. Kipling says: 'When the Negro gets religion he returns to the first instincts of his nature.' We are cartooned to the full extent of the law and many of these cartoons have much truth in them. Purify Negro worship. Uncloud the Negro's God and the church will be the true solvent of the difficulties of the race."

"I have hope, because we have a Bible. In a heathen country in the midst of like conditions I should utterly despair.The American conscience will some day respond to the Sermon on the Mount.

"This is the most favored spot on the globe for any man. I do not recognize any demands upon the Negro different from those upon every other man of our conglomerate civilization and nationality. My suggestion is that *we be ourselves* to the very fullest and highest."

"My hopes are bright for the future of the Negro, We need only to become more united, more loyal to that which elevates, and unselfish, i. e., as regards our own interests."

"To my mind the future of the Negro in this country seems dark. Ten, fifteen and twenty miles from the cities and towns in this State you will find the majority of our people practically slaves to the landlords. We need a true Moses to lead us away."

"I do not think that the Negro will ever reach the height of his ambition in this country. I think we should have a territory to ourselves; somewhat like the Indians have."

"I am hopeful, but I fear."

"I am not very hopeful of the Negro as a race. The only suggestion I would make is that those of us who have influence do something to stop this industrial craze. It is popular because many of the whites believe that the theory is to educate the Negro to be a good servant. The average white man cares little for the Negro as a man. If he is to be educated to take some inferior place the whole country applauds."

"It is a hard question. I fear the Negro is degenerating. Our boys and men are for the most part lazy around our cities and towns, and the outlook so far as they are concerned is gloomy."

"I think that the physical vitality of the race has been and is still being

lowered by immorality and the race stock permanently weakened."

"I am hopeful, but I fear I shall never live to see the better day which is assuredly coming. The present Negro will have to suffer, sacrifice, work and die for those who will come after us. I think we are too sycophantic. We do not agitate enough right here in the South, and we do not avail ourselves, as we ought, of the right of petition to redress our grievances."

"In proportion as the Negro possesses character and acquires wealth, will his future in this country brighten—without these he can have little hope of a future in any country. Yes, I am hopeful of the future of the Negro even here in the South."

"I am very hopeful for the race in this country, but it will take time and hard work. We need to educate the people to have more confidence in our people in business, cultivate manhood, keep dishonest men from gaining public notice in politics."

"I write from Oklahoma. This place offers to my mind the best opportunity Negroes have had in this country. The civilization is being built up now and Negroes have a chance to be in the formation."

"My opinion as to the future of the Negro in this country seems to oscillate. I am optimistic,then at times pessimistic. A change I think must come. The Negro must enter more and more into the commercial world. Then a goodly number must become farmers. He must become a producer. Wealth,I regard as the most important factor in bettering his condition along all lines—with that he will become more independent, self assertive and learn to stand alone and not expect so much from the whites."

"My hope will increase when he shows signs of a growing knowledge of the genius of our government, when he learns to think less of the presidential and more of the sheriffs' election. That is to say, when he learns that his protection is in the keeping of the local authorities and not at Washington, D. C."

"The reason for my hope I must confess, is very vague; since prejudice is increasing at a very rapid rate throughout the country. At the same time the tendency to overturn the prejudice by thorough preparation for citizenship and by making the best use of every opportunity presented, seems to be decreasing. To me the Negro appears to be in a state of stupefection and lethargy."

"I think the Negro has a future in this country, but they must rise as individuals and not as a mass."

"I fear more from the Negro's own misconduct toward himself than I do from the outrages of others. I am hopeful, however, of the Negro's future."

"The Negro can succeed in this country. One of the principal things against us is the boastful spirit in the Negro. Let him throw away that spirit and take on one of kindness and obedience to law and order, putting forth every effort to accumulate money and to buy land, and others of the earth's treasures, he will succeed beyond man's estimate."

"The Negro in this country must learn to be a unit, to stop social strife and above all, to forbid the ignorant to attempt to rule those of their own race who are educated and are competent to fill positions of trust and honor on their merits and educational qualifications."

"Let each Negro forge ahead regardless of proscription. Success must come to the man who works regardless of obstacles."

"I am hopeful, yet it will be necessary for us to open the eyes of our

people to the fact that we are being supplanted by white men. White men are taking employment from us. What must be done? We must do something."

"His future is beclouded. He is drifting morally and unless there be some speedy rescue his doom is sealed. The Bible asserts that: 'A man's greatest enemy is in his own house;' so my candid belief is, that the Negro is the greatest enemy of the Negro. Confidence must be implanted that organizations may be perfected for protection and successful enterprise."

"Can you offer a solution for the employment of the great loafing classes? These are the ones who cause the enormous death rate in our cities. These are the ones who commit the crimes, chargeable to the Negro race."

"Not through amalgamation, nor deportation—often we console ourselves with such delusive hopes—but through much humiliation, many obstacles from within and without, much learning and labor, many tears and years to success."

"I am, provided he will acquire real estate, own something that somebody wants, separate and go into different political parties. Stop clamoring for places. Go make places and occupy them. Economize along all lines."

"Yes, if they can be encouraged to buy farms and not seek the cities and towns unless they have a profession. Give the Negro a farm and a plenty to eat and he will care but little for the 'Jim Crow' car. Independence is the best way to keep from being oppressed."

"If we could get the Negro to see his own condition and then be willing to strive with all his might to improve even the few opportunities he has, I am sure he would soon come to the front."

"I must be hopeful of a race that has made in one generation the progress that we have, and that in competition with the most progressive people on earth."

"I think through industry, constancy and self respect, the future of our race will be made secure. I am not in sympathy with any colonization schemes."

"I have great hope in the ultimate success of my people in this country. A wise and conservative leadership, under God, will accomplish wonders for the race."

"I am hopeful in the face of 'black darkness.' As I see it, I have never witnessed such discouraging conditions. Let us advocate peace, perseverance, patience."

"The Negro can never enjoy equal civil and equal political rights with the white man in this country except through centuries of wars and revolutions similar to those Rome, England and France experienced in securing equal rights to their different classes of subjects."

"When we can get our women to see that the future success of the race depends on them; when they have a higher standard; when we have purer mothers, wives and daughters, then we shall have better men; then will our race succeed."

"I hardly know what to say here. If it were intelligence which was demanded of the Negro I would be hopeful. But I fear it is not that; the prevailing belief among the masses of the white people is that the Negro is made for all lowly work in life, and wherever the Negro differs from this belief there is ground for trouble."

"As to the future of my race I am an optimist. I believe that the salvation of the Negro lies in the regenerated South."

"I entertain hopes, but I am not enthusiastic over them."

"I am hopeful, yet sometimes I doubt the wisdom of being so."

"I think the future of the race in this country is indeed uncertain."

"As a Negro, 'no,' as an American citizen, growing important silently under persecution, individually catching the prosperity epidemic by contact until merit forces color in the background, 'yes.'"

"The chief occupation of the young Negroes of this town seems to be as waiters, caterers and the like. Outside of these menial lines, I see but little prospect of any notable success among them—though if increased ideas of soberness and thrift could be made theirs, they might be a more respected and powerful portion of this community."

"I am sanguine.The Negro must get in the van of every profession persued by the Anglo-Saxon and stay there. Solid reason molded into general intelligence, sound morality, financial independence and reverence for the constitution and laws of our country,is the basis upon which the race is destined to reach a pre-eminent place in American history."

"I am hopeful, though I regard the present condition in the South as alarming. I have serious apprehensions on account of the friendship between the North and South as a result of the war, and I have some fear lest the industrial theory of education may be exaggerated or misconstrued and the race be put in the light of aspiring to nothing more than to be successful 'hewers of wood and drawers of water.'"

"If we are left to carve our own future, unhampered by negative laws and influences, I have hope in our own powers of development; but I fear the things that may discourage us."

"The fittest will survive, the public schools and the grave yard will ultimately bring things right."

"I am; but the difficulties seem to increase with progress. I am in favor of industrial education, but not to take the place of higher education."

"I am hopeful of the Negro's future. Organized support should be given for the education of Negroes of superior mental ability at the best Universities in this country. The best among us must be fully developed and the worst truly saved."

"I am hopeful of our future. But inequality of wages and expenses is greatly hindering our progress in almost every way. Far more of our troubles are to be attributed to this than one would suppose."

"History shows that the Negro of America is treated better than the peasants of the past were treated, though they were of the same race as were their masters.

"I have, and my hopes are based on the quality of the work that is being done in Fisk, Atlanta, Wilberforce, Central, Howard. Tuskegee and like institutions. Surely, the catalogues of higher instruction are sufficient to inspire hope when one sees the vast amount of work accomplished by their army of graduates. I suggest that each Negro principal of public school should be the representative of some standard Negro publication; should endeavor to create an interest in race literature. Each teacher should take at least a half hour each week talking of representative colored men and women and what they have accomplished; should teach race history in conjunction with United States history, from the battle of Lexington to the storming of San Juan Hill."

"It will require an age to cement the Negroes together. Intelligence, virtue, industry will join education and work; all kinds of education, from Kindergarten to the University, and all kinds of work, from the plough to the telescope. The young Negro must be put to work in order to save virtue, keep out of crime and lay the foundation for a mighty race."

"To the extent that he is willing to distil his life's blood into his chosen work, I am. Let him find out what he can do well, and do that thing with all his might. If in any case 'his legs fail him, let him learn to fight on his knees.'"

"Yes! and no! Materially and financially, yes. For us as a people who may hope to win an equal respect and consideration for our manhord from the dominant race, I am afraid the situation is hopeless."

"The fault is not in our stars, dear brothers, but in ourselves."

"We need better primary schools, more teaching force and longer terms in the rural districts."

"The Northern Negro as I see him lacks earnestness of purpose, is too easily satisfied, lives too easy, doesn't appreciate the value of character, and too often doesn't know what it is. Lives too much in the present, thinks not of tomorrow."

"We should never forget that the world belongs to him who will take it."

"I am hopeful for the future of the Negro to a certain extent. The masses in the rural districts must be looked after more than they are. Earnest educated men and women must go among these people to live and work."

"I am sorry to say that the evidence of our hope is not as substantial as I would like it to be."

"The hope of the masses of the Negroes will be, in my opinion, in industrial education."

"I regard the future of the Negro in this country as assured. He will never encounter absolutely insurmountable barriers to his really essential progress. Men are ashamed to be quoted as opposing him in that direction. The wrongs done him in the name of resisting his criminal tendency will operate only to spur him to better things, and those who interpose to hinder him here will suffer permanent moral deterioration and decay."

"While I favor industrial schools, there never was a time, fn my opinion, when there was a greater need of college-bred Negroes than there is today. There will never be too many, the road is too long and rough for too many ever to reach the end. Our race needs college-bred men just as badly as do the whites, in fact we need them more."

"It does seem to me notwithstanding the criticisms from without and the constant complaining within, that the race is progressing."

"I would suggest that each put forth effort to have a greater number of college-bred men and women. We need them as leaders. Our race has and is furnishing a plenty of muscle, but we need more brain."

"The responsibility of this age is upon the Negro to educate the white man out of his hellish prejudice. It is our condition rather than color that is our great-draw back. When we want a special car, put up the money and we get it. If we owned railroad stock we could help make the rules that govern the company. If we had the controlling amount of stock we could have our conductors.

"I am optimistic in spite of the lowering clouds. We have but recently

burst from the storm and are not far enough away from it to become settled. I believe this to be the 'Sturm und Drang' period of the Negro's existence. I am aware of the strong arguments against such a position, but in the light of the teaching of history there must be, there is, a turning point down near the gates of despair where once the opposing currents are mastered. Brighter and better conditions must arise. A better understanding and the practical application of the laws of chastity, morality, christianity; an ever increasing acquisition of wealth and practical intelligence; the adoption of principles of courageous manhood, the wholesale banishment of buffoonery and instability; a closer study of those elements that have made the Anglo-Saxon great, and a strong pull, a long pull and a pull individually and collectively towards the acquisition of the same traits, seem to me to be a few of the essential things that may possibly level our barriers."

"(*a.*) In spite of the present disquieting conditions, I am inclined to feel hopeful, for the following reasons:

1. The difficulties that now confront the Negro will serve to awaken his dormant energies, and in proportion as he applies himself to master these difficulties will he be developing his manhood. I notice that where the Negro is most oppressed, there he is most prosperous. For this reason I have always held that the salvation of the race is to be worked out in the South.

2. I feel in what the Negro has achieved since emancipation the promise of what he will achieve in the future. His power and resources have increased considerably in these thirty-five years.

3. I perceive in the Negro elements of character which are his saving virtues. He is ambitious, irrepressible, patient, and possessed of marvelous powers of endurance. He aspires to be something else than what he is, and will strive for it. If he is kept back, he will still look at the object, bide his time, and seize the opportunity when the chance invites.

4. I believe that humanity, respect for law, and love of justice, which are such conspicuous qualities of the heart of the Anglo-Saxon—the dominant race of this country—will some day reach out and embrace the Negro in America as it has his brother in Cuba and his cousin in the Philippine Islands.

5. I have strong faith in the irresistible power of the Christian religion to bring those under its influence to accept the doctrine of the brotherhood of man and to live up to its obligations.

(*b.*) As the conditions of American life demand that the Negro shall take an active part in bringing about a change for the better in his situation, there are some things which should engage his most earnest endeavor. I venture to suggest those that now occur to me:

1. To try and make himself a necessity. Whatsoever his hands find to do he must do it so well that his services will be indispensable. And he should strive to be a producer as well as a consumer. In order to gain this position, let him follow the example of his prosperous Anglo-Saxon brother, namely, of cultivating and applying the resources of his intellect. To this end an opportunity could be afforded by means of the University Extension system, adapted to the peculiar needs and circumstances of the race. The plan should provide for night schools, in which professional men and women can, in their own communities, give their service freely or for a small remuneration.

2. The practice of thrift and frugality.

3. The establishing of *real* unity and co-operation of the race,

4. The making the best use of the opportunities which are *at hand.*"

20. *Mortality of Graduates.* Of the 2,331 graduates, 26 females and 163 males are reported dead, or 8 %. This is probably an understatement, as

many of the unreported are doubtless dead. The leading colleges report as follows;

Institution.	20 Years Period.	Graduates.	Deceased.
Fisk.	'79—'98.	169	10
Howard.	'77—'96,	80	8
Wilberforce.	'79—'98.	104	12
Atlanta.	'79—'98.	69	7
Total.	20 years.	422	37

This indicates a death rate of 4.4 a thousand per annum. Oberlin for a similar period, showed a death rate of 2.3 per thousand. The large discrepcrepancy in age periods makes any comparison, however, useless for induction. Naturally the colored graduates being from three to ten years older, coming from hard conditions of life and returning to work under them, would have a larger death rate than Northern students. On the other hand this death rate is very much smaller than that of the rank and file of the Negro in the most favored age-periods.

21. *Bibliography.* The literary activity of the college-bred Negro has not been great, but some of it has had considerable importance. Nearly all the larger magazines and reviews have published articles by them, as, for instance, the *Atlantic*, the *Forum*, the *North American Review*, the *Century*, and others. They have published a large number of pamphlets, notably those issued by the American Negro Academy, and many religious publications. The African M. E. Church *Review*, a quarterly, has usually been under the management of college men, and is now. Of the larger publications in book form these may be noted:

Matthew Anderson: Presbyterianism and its relation to the Negro, Phil., 12 mo., 263 pp.

J. W. E. Bowen: Sermons, Phil., 88 pp.
Africa and the American Negro, Atlanta, 250 pp.
Addresses, Atlanta, 300 pp.

A. O. Coffin: A Land Without Chimneys, Cincinnati, 352 pp.

A. J. Cooper: A Voice from the South, Xenia, O., 304 pp.

W. E. B. DuBois: Suppression of Slave Trade, N. Y. 8 vo.. 335 pp. (Harvard Historical Series No. 1.)
The Philadelphia Negro, Phil., 8 vo., 520 pp.

F. J. Grimke: The Negro, his Rights and Wrongs, D. C., 100 pp.

A. Grimke: William L. Garrison (American Reformers Series), N. Y., 8 vo., 405 pp.
Charles Sumner (Do.), N. Y., 8 vo., 515 pp.

J. M. Gregory: Frederick Douglass, Springfield, Mass., 300 pp.

W. H. Lewis: A Primer of College Football, N. Y., 205 pp.

G. W. McClellan: Poems, Nashville.

C. W. Mossell: Toussaint L'Ouverture.

B. F. Ousley: Gospels and Acts translated into African Tongues, N. Y., 371 pp.

J. H. Paynter: Joining the Navy, Hartford, 330 pp.

W. H. Crogman: Talks for the Times, Atlanta, 330 pp.
A. W. Pegues: Our Baptist Ministers and Schools, Springfield O., 680 pp.
W. S. Scarborough: First Greek Lessons, N. Y., 150 pp.
Birds of Aristophanes, Boston.
L. A. Scruggs: Afro-American Women of Distinction, Raleigh, N. C.
Alexander Crummell: Africa and America.
J. M. Langston: From the Virginia Plantation.
D. A. Payne: History of the A. M. E. Church.

Among the more interesting pamphlets are:

Eugene Harris: Social Purity.
R. R. Wright: Historical Sketch of Negro Education in Georgia, Savannah. 58 pp.
J. S. Durham: To teach the Negro History.
Kelly Miller: Addresses at Various places.
Alexander Crummel: Sermons and Addresses.
G. W. Carver: Bulletins of Tuskegee Experiment Station.
W. H. Dammond: Factoring.
T. W. Talley: A Natural Trinity.
D. H. Williams: Reports of Surgical Cases.
A. A. Wesley; The Spanish-American War.
C. C. Cook: Study of the Negro Problem.
T. G. Steward: Black St. Domingo Legion.

22. *The Future of the Negro College.* Let us now gather up the scattered threads of this social study and seek the lesson which the accumulated facts have to teach. We have learned that there are in the United States thirty-four institutions designed especially for Negroes, which give collegiate instruction leading to the bachelor's degree. Beside these,73 other colleges of the land have Negro graduates, so that in all we have a record of 2,331 Negro graduates of college courses. We have studied these graduates carefully so far as the reports submitted have enabled us to. They are mostly freedmen's sons and grandsons who have gained this training by self-denial and striving. They usually marry between the ages of 25 and 35, go to work in the South at teaching preaching, practicing the professions, or in the civil service or business life. Here they have accumulated property and usually made good citizens and leaders.

Several questions may now be asked: First, Is the college training of Negroes necessary? Secondly, If so, how large a proportion of the total expenditure for education ought to be devoted to this training? Thirdly. What curriculum of studies is best suited to young Negroes?

A. Is the college training of Negroes necessary? A few opinions of prominent men in answer to this query are subjoined. They are partly in answer to a circular letter sent to a few college presidents. President Gilman of Johns Hopkins answered that he was too busy to write anything. The Chancellor of the University of Georgia promised to send some matter which has not yet reached us. The other letters follow:

"I have never lived South and my opinion on the question you ask is not very valuable. It is, in a word, this, that Mr. Warner's contention is right

for most members of the race, but that the way should be kept as wide open as possible for gifted men like * * * *, Booker Washington, and many others to have every opportunity that any of the Northern or other colleges can afford. I am, very truly yours,"

J. STANLEY HALL,
Dec. 10, 1900. (President of Clark University.)

"I believe not only in common school and industrial education for the Negroes of the South, but also in their higher education. The higher education is necessary to maintain the standards of the lower.

Yours truly," GEORGE E. MACLEAN,
Dec. 11, 1900. (President of the State University of Iowa.)

"I believe fully in the higher education of every man and woman whose character and ability is such as to make such training possible. There are relatively fewer of such persons among the Negroes than among the Anglo-Saxons, but for all of these the higher training is just as necessary and just as effective as for any one else.

For the great body of the Negroes the industrial and moral training already so well given in certain schools seems to me to offer the greatest hope for the future. Very truly yours." DAVID S. JORDAN,
Dec. 14, 1900. (President of Leland Stanford Junior University.)

"Your circular of December 8th comes duly to hand. In response I would say that in my judgment no race or color is entitled to monopolize the benefits of the higher education. If any race is entitled to be specially favored in this respect I should say it is the one that has by the agency of others been longest deprived thereof.

The above you are at liberty to present as my sentiments.

Yours cordially," WM. F. WARREN.
Dec. 13, 1900. (President of Boston University.)

"In reply to your request of December 5th, I would say that it seems to me that the collegiate or higher education is not a special favor to be granted to men on the ground of race, family, or any such minor consideration. The only condition for the receiving of a college education should be the ability to appreciate and to use it. Human nature is substantially the same everywhere. It should be the glory of our country to afford to all her young men and women who crave the broadest culture and who have the spirit and ability to acquire it, the amplest opportunity for development. Looking at it more specifically, I can see that the general uplifting of our Negro population requires a proper percentage of college-bred Negro leaders. Yours Sincerely,"

GEORGE C. CHASE.
Dec. 17, 1900. (President of Bates College.)

"You ask for my opinion in regard to the desirableness of higher training

for the Negroes. Let me begin my statement by saying that I have the utmost faith in the management of the Atlanta University and several other institutions for the training of Negroes in the South. I will, however, candidly say that in my judgment there are a great many of the Negroes whom it is not worth while to guide through a course of university training. I think that is true also of the white race, but in the present condition it is peculiarly true with regard to colored people. My idea would be that all the training that the colored man is capable of thoroughly mastering should be given him, but that in the higher departments of learning, like political economy and history, the ancient classics and the natural sciences, only selected men should be given the fullest opportunities. I have the strongest confidence that such training as is given at Hampton and at Tuskegee, largely manual and industrial, is of the greatest importance for the Negroes and is to be the means of fitting the race a generation or two hence, to enter more fully into the more abstract and philosophical studies. I do not know that I have made myself perfectly clear but in a general way I should say the multiplication of universities of the higher sort is not desirable in comparison with the multiplication of training schools for all the trades and manual activities.

With best wishes, very sincerely yours,"

FRANKLIN CARTER,
Dec. 12, 1900. (President of Williams College.)

"Teachers and leaders need more than a common school education. This is as true of Negroes as of whites.

Where shall they obtain a liberal education? With few exceptions, I think it should be in the Southern colleges. The color line is so sharply drawn in Northern Colleges (unfortunately) that a Negro is at great disadvantage, not in studies, but socially.

* * * * * * * * * * *

Very truly yours," GEORGE HARRIS,
Dec. 12, 1900. (President of Amherst College.)

"I believe in the Southern Negro College and the higher education of Negroes.

* * * * * * * * * * *

Very truly yours," JOSEPH SWAIN.
Dec. 10, 1900. (President University of Indiana.)

"The problem is such a difficult one that I have been compelled largely to rely on the judgment of my friends. My opinions are chiefly taken from the experience of Mr. William F. Baldwin, now president of the Long Island Railroad, and are therefore hardly such as I ought to put in a form for quotation.

Sincerely yours,"

ARTHUR T. HADLEY.
Dec. 10, 1900. (President of Yale University.)

"I am like many others greatly interested in the question of education of the Negroes. There seems to me to be a place for the college properly so-called which shall teach a certain number, who may be leaders of their race in the South, as preachers and advanced teachers. At the same time I have much sympathy with Mr. Booker T. Washington's idea, that a large proportion of them should be educated for industrial pursuits.

Yours truly,"

JAMES B. ANGELL.

Dec. 10, 1900. (President of the University of Michigan.)

"How, then are the teachers, the preachers, the physicians for the colored race of the South to be provided, unless the South has institutions of the higher education, serving the Negro, fitting him for these higher positions? We know very well that the Negro, as he rises in the social scale, will live in better houses and follow better trades, and, in general, be industrially and financially elevated; and we should not for a moment criticize the work which is going on throughout the South, in several institutions which Boston interest and sympathy have furthered.

"But there is another essential thing—namely, that the teachers, preachers, physicians, lawyers, engineers, and superior mechanics, the leaders of industry, throughout the Negro communities of the South, should be trained in superior institutions. If any expect that the Negro teachers of the South can be adequately educated in primary schools or grammar schools or industrial schools pure and simple, I can only say in reply that that is more than we can do at the North with the white race. The only way to have good primary schools and grammar schools in Massachusetts is to have high and normal schools and colleges, in which the higher teachers are trained. It must be so throughout the South: the Negro race need absolutely these higher facilities of education."

CHARLES W. ELIOT.

(In a speech at Trinity Church, Boston, Feb. 23, 1896.) (President of Harvard College.)

"The higher education is the last thing that the individual pupil reaches; it is what he looks toward as the end. But from the point of view of the teachers, from the point of view of the educational system, the higher education is the very source and center and beginning of it all; and if this is wanting, the whole must collapse. Take away the higher education, and you cannot maintain the level of the lower; it degenerates, it becomes corrupt, and you get nothing but pretentiousness and superficialty as the residuum. In order to maintain the lower education which must be given to the South, you must have a few well-equipped institutions of higher learning."

WILLIAM D. HYDE,

(In a speech at Trinity Church, Boston, Feb. 23, 1896.) (President of Bowdoin College.)

"It gives me great pleasure to meet you. I have heard of the great work

that this school has done in the higher education of the colored people. I am glad to see you, and congratulate you on the fact of getting higher education. It is good for you to get lower education, and then still better to get higher education. Your people have lived for two or three hundred years in this country, and have learned the methods of white people, and, as I said in Washington, while speaking on this subject, you have the same mind that the white people have. Now, as it is very necessary for white people to study Latin and Greek, so it is very necessary for you. If you lived in Egypt, Abyssinia, or Arabia, it would not be so necessary to study Latin and Greek, but people who live in the United States, France, England, Italy, or Germany, are greatly helped by these studies.

There are a great many people who think colored people should not have the higher education. Now, I would not discourage the study of mechanics and industrial education, but it is very important to study Greek and Latin. Some people say it is better to know how to work than to study Greek and Latin, because work is practical; but nothing is more practical than getting an insight into the civilization of which we form a part, and into the motives of the people among whom we live.

. . . . . .

Now, it is a very necessary thing that the higher education should be opened to every part of the whole community. For the colored people to be self-directing, they must have higher education. They will be appreciated for the good they can do, and will be respected because they are helping the common civilization. We should understand also the art of invention. That is what this Atlanta Exposition is showing. The colored man is not always going to be the person who draws water and cuts wood; he is going to help on with civilization. He is going to be up on all the difficult questions. He is going to study mathematics, sciences and the languages. . . . . .

And you must not be misled by the opposition to the higher education. But you should uphold it in your homes and among your people until many more are seeking it."

(In an address to the students of Atlanta University, Oct. 29, 1895.) William T. Harris, (U. S. Commissioner of Education.)

It seems fair to assume from these and other letters that the conservative public opinion of the best classes in America believe that there is a distinct place for the Negro college designed to give higher training to the more gifted members of the race; that leaders thus trained are a great necessity in any community and in any group. On the other hand there is considerable difference of opinion probably as to how large this "Talented Tenth" is—some speaking as though it were a negligible quantity, others as though it might be a very large and important body.

The opinions of some other persons ought perhaps be added to the above. First, there is the almost unbroken line of testimony of the heads of Negro colleges; this is, of course, interested testimony, and yet it is of some value as evidence. A man who left a chair in the University of Michigan to go South and teach Negroes before the war ended, wrote after twenty-five years' experience in college work:

"By this experiment certainly one thing has been settled: the ability of a goodly number of those of the colored race to receive what is called a liberal education. A person who denies that shows a lack of intelligence on the subject.

"But the possibility granted, the utility of this education is doubted both as to individual and race. First, then, as to the individual, aside from the mere mercantile advantage derived from education, does not the hunger of the Negro mind for knowledge prove its right to know, its capacity show that it should be filled, its longing that it should be satisfied? And as to the race at large, does it not need within it men and women of education? How would it be with us of the white race if we had none such with us—no educated ministers, doctors, lawyers, teachers, professors, writers, thinkers? All the preaching to eight millions of colored people in the United States is done by colored preachers, with the merest exceptions here and there. Do these Negroes not need preparation for their vastly responsible calling?

"The entire work of instruction in the colored public schools of the South is done by colored teachers. These teachers cannot be prepared in the white schools and colleges of the South. Where, then, shall they be prepared if not in special higher institutions of learning open to them? What is to become of the millions of colored people in the United States? Who are to be their leaders? Doubtless persons of their own race. Do they need less preparation for their calling than do members of the white race for theirs? Is not their task even more difficult? Have they not questions of greater intricacy to solve? Did not Moses when leading ex-slaves out of Egypt need special wisdom? Are not the colored people of today 'perishing for lack of knowledge?'

"But the objector will say, Why have these long courses, these colleges for colored people? Would not shorter courses be as well or even better? The following is my belief on this point, after twenty-five years of thought and experience: If the Negro is equal to the white man in heredity and environment, he needs an equal chance in education; if he is superior, he can get on with less; if he is inferior, he needs more. The education required is not simply that of books, but of life in Christian homes, such as are supplied in nearly all our missionary schools for that people, and of religion through the Christian church and its influences."

The President of another Negro college said in 1896:

"To imagine that the Negro can safely do without any of the institutions or instrumentalities which were essential to our own advancement is to assume that the Negro is superior to the white man in mental capacity. To deprive him of any of these advantages, which he is capable of using, would be to defraud ourselves, as a nation and a Christian Church, of all the added power which his developed manhood should bring to us. It does not seem to be necessary in this audience to discuss the proposition that intelligence is power, and that the only road to intelligence is through mental discipline conducted under moral influences.

"What have we been doing for our brother in black to help him in his

life struggle? The work began somewhat as in the days of our fathers. The John Harvards and the Elihu Yales of Pilgrim history found their counterparts in General Fisk, Dr. Phillips, Seymour Straight and Holbrook Chamberlain, who founded colleges, even before it was possible for many to enter upon the college course, but with a wise forecast for the need that would eventually come and is now actually upon us."

These two extracts sufficiently represent the almost unanimous opinion of the Presidents and teachers in Negro colleges that this training is a success and necessity.

Further testimony is at hand from the answers which college-bred Negroes made to questions as to their present estimate of the value of their training. This testimony is of course apt to be distinctly one-sided—only a few peculiarly open natures being likely to acknowledge a failure in their own training. Nevertheless the answers received were so frank and varied that they should be studied:

Has your college training benefited you?

Yes, 412.
It was a great benefit, 34.
The largest possible benefit, 6.
It was certainly a benefit, 23.
My college training has fitted me for life, 17.
A wonderful help, 21.
It has been of incalcuable value, 7.
Immeasurable, 18.
It has been of infinite value, 8.
It was indispensable, 20.
The College made me, 9.
I owe my success to it, 6.
Too difficult to answer, 1.
No other would have been serviceable, 11.
Could not pursue my present course without it, 4.
Industrial and College training together benefit me greatly, 1.
To do great service for my race, 4.
Useful even to a laborer, 1.
Have no reason to regret, 5.
It has been the best invesment, 3.
Nothing above it but virtue, 1.
Wish I had time for more, 6.
Gave me a foundation, 2.
No other could take its place, 1.
It has enabled me to educate 500 persons, 1.
It has been invaluable to me, 2.
Great service in rearing my children, 1.
It has not, in my line of work, 1.

Would Some Other Training Have Been of More Service?

I think not, 172.
Doubtful, 11.

Not sure, 7.
Some system to keep in mind professional intentions, 1.
An agricultural course might have been of more benefit, 1.
Good business course would have been better, 2.
Industrial training helps, 1.
Judging from present conditions, no, 1.
A scientific course, 1.
There is no substitute, 1.
No other could be of so general service, 3.
Could tell if I had used my energies in another direction, 1.
A practical course in the English Bible, and in music training, 1.
A course in music, 1.
Would not exchange for another kind. It is an eminence from which all other fields can be surveyed, 1.
No other kind could have, 7.
Would not exchange, 2.
A commercial, in addition, 3.
Not as far as I can observe, 1.
Some other in addition would have been helpful, 4.
No other would have suited my case, 1.
Financially, some other might, 9.
A more complete training would be beneficial, 1.
Manual training would have been more beneficial, 1.
A complete mastery of one trade would be of great help, in addition, 8.
Would have to try some other to be sure, 2.
Architectual drawing would have helped me, 1.
No other in my profession, 2.
Tried another but found college most beneficial, 1.
A practical training would have been quite benficial, 1.
Primary work more beneficial in my work, 1.
A course in sewing, 1.
A carpenter's and a printer's trade in addition, 1.
Cannot say, 18.
Yes, 2.

From a careful consideration of the facts, and of such testimony as has been given, the following propositions seem clear:

1. The great mass of the Negroes need common school and manual training.
2. There is a large and growing demand for industrial and technical training, and trade schools.
3. There is a distinct demand for the higher training of persons selected for talent and character to be leaders of thought and missionaries of culture among the masses.
4. To supply this demand for a higher training there ought to be maintained several Negro colleges in the South.
5. The aim of these colleges should be to supply thoroughly trained teachers, preachers, professional men, and captains of industry.

We come therefore to the second query:

B. How large a proportion of the total expenditure for Negro education should go to college training?

This resolves itself into the practical question: How many colleges are needed? And here it is certain, first of all, that 34 Negro colleges are entirely too many. There are about 750 students in these colleges. Perhaps 400 of these should under strict requirements continue a college course. All these could easily be accommodated in eight, or at the most, ten colleges, and then leave ample room for growth. The ideal of college training in the South should be the small local college with 50 to 100 students, who can come directly in contact with teachers and receive all the benefits of instruction and culture which the small college affords. According to this it would be well to have Negro colleges distributed somewhat as follows:

1 in Washington, D. C. (Howard).
1 in Virginia (Union).
1 in the Carolinas (Shaw or Biddle).
1 in the Eastern Gulf States (Atlanta).
1 in the Central Gulf States (Talladega or Rust).
1 in Louisiana (Straight, Leland or New Orleans).
1 in Texas (Paul Quinn or Wiley).
1 in Tennessee (Fisk).
1 in Missouri (Lincoln).

It seems certain that these colleges (with possibly one additional institution) together with the two Northern schools, Lincoln and Wilberforce, would amply supply the legitimate demand for the higher training of Negroes for a generation or more. This would mean that the college departments of 22 institutions be closed and that the college work be concentrated. This would entail but little real change, for the ten largest colleges already have nearly two-thirds of the students, while the other third is scattered among 24 institutions. The smaller colleges would thus be left to develope as normal and industrial schools, as indeed most of them are already, the college departments being unimportant adjuncts. It is only in some such way that Negro college training can be placed on a firm basis and escape some of the deserved criticisms that have been aimed at it. This criticism is in reality a criticism of poor equipment, low standards and lack of thorough work rather than of higher training properly conducted. Concentration of effort will remove most of these blots. The great hindrance to a movement towards concentration is sectarianism in schools. The different denominations have unfortunately planted schools in close proximity to one another, regardless of the logic or ethics of the situation. Only conference and a large-minded spirit of co-operation can now bring about the proper division of labor among these institutions.

The cost of college training should also be considered here. The income and expenditures of the Atlanta University, which is simply a high school and college, is perhaps as typical an instance as can be found:

INCOME OF ATLANTA UNIVERSITY.

Year.	Total Income.	Receipts from Students.*
1894-95	$ 33,913 99	$ 6,986 00
1895-96	44,638 46	8,972 65
1896-97	41,039 12	9,487 81
1897-98	38,719 93	9,400 32
1898-99	36,770 33	9,545 37
1899-1900	39,989 96	9,686 92
Total, 6 years	$ 235,171 96	$ 54,078 29

The total expense of sending a boy through the whole course of Atlanta University is about $933⅓, or through the college course alone $533⅓. This is little, if any, more expensive than educating a boy for a trade, even if the longer time is taken into account, for the industrial is naturally very expensive. Hampton, with 600 students spends about $170,000 a year, or $280 per student. Atlanta with 300 students, spends $40,000 per year, or $133⅓ per student. When the difference in time required is adjusted the costs of the two sorts of training is not materially different. A very considerable part of this expense, however, is borne by the students themselves. †

Institution.	Expense. 1899-1900.	Contributed by Students.	
		In Cash.	In Work.
Atlanta	$ 39,989 96	$ 8,212 47	$ 2,674 45
Hampton	177,263 10	.....	53,507 30
Harvard	1,337,873 00	673,995 00	.....
Univ. of Pennsylvania	739,751 48	363,496 17	.....
Williams	103,815 89	39,299 36	.....
Univ. of Chicago	750,000 00	300,000 00	.....
Univ. of Virginia	141,264 01	72,625 53	.....
Ohio State University	267,178 18	34,834 79	.....
Adelbert College	.....	25% of Exp.	.....
Amherst College	104,000 00	45,000 00	.....
University of Ga	47,094 63	2,765 00	.....
Mercer University, Ga	20,000 00	10,000 00	.....

It thus seems clear that Negro students in both colleges and industrial schools pay nearly a third of their expenses in work and cash and thus are not charity scholars to a much larger extent than the students in most white institutions.

Finally we come to the query:

C. What curriculum of college studies is best suited to young Negroes?

Little careful work has been done in the direction of ascertaining what improvements in the Negro college course are needed. Nor is this strange:

* This includes cash receipts and receipts from extra work. About 85 ¢ to 90 ¢ of this is in cash. Receipts from regular work are not included. They amount to $1,000 to $1,200 per year.

† From reports sent from the various institutions. The income and expense for board is included at Hampton and Atlanta, and possibly at other institutions.

so much time and energy is consumed in collecting funds and defending principles that there is little leisure left presidents for internal adjustment and development. The exposition and comparison of college courses made on pages 17 to 28 show obvious faults. The older New England college curriculum of 40 years ago still holds in the Southern institutions with little change. This should be remedied. A large place should be made for English, History and Natural Science in most curricula at the expense of some other studies. Various other changes might obviously be made. All this work can easily be done when the existence problem of these struggling institutions is nearer solution.

The central truth which this study teaches to the candid mind is the success of higher education under the limitations and difficulties of the past. To be sure that training can be criticized justly on many points: its curriculum was not the best; many persons of slight ability were urged to study Algebra before they had mastered Arithmetic, or German before they knew English; quantity rather than quality was in some cases sought in the graduates, and above all, there was a tendency to urge men into the professions, particularly the ministry, and to overlook business and the mechanical trades. All these charges brought against the higher training of Negroes in the past, have much of truth in them. The defects, however, lay in the application of the principle, not in the principle; in poor teaching and studying rather than in lack of need for college-trained men. Courses need to be changed and improved, teachers need to be better equipped, students need more careful sifting. With such reform there can be no reasonable doubt of the continued and growing need for a training of Negro youth, the chief aim of which is culture rather than bread-winning. Nor does this plain demand have anything in it of opposition or antagonism to industrial training—to those schools which aim directly at teaching the Negro to work with his own hands. Quite the contrary is the case, and it is indeed unfortunate that the often intemperate and exaggerated utterances of some advocates of Negro education have led the public mind to conceive of the two kinds of education as opposed to each other. They are rather supplementary and mutually helpful in the great end of solving the Negro problem. We need thrift and skill among the masses, we need thought and culture among the leaders. As the editor has had occasion to say before:

"In a scheme such as I have outlined, providing the rudiments of an education for all, industrial training for the many, and a college course for the talented few, I fail to see anything contradictory or antagonistic. I yield to no one in advocacy of the recently popularized notion of Negro industrial training, nor in admiration for the earnest men who emphasize it. At the same time, I insist that its widest realization will but increase the demand for college-bred men—for thinkers to guide the workers. Indeed, all who are working for the uplifting of the American Negro have little need of disagreement if they but remember this fundamental and unchangeable truth: *the object of all true education is not to make men carpenters—it is to make carpenters men.*"

PROCEEDINGS OF THE FIFTH ATLANTA CONFERENCE.

The Fifth Atlanta Conference to Study the Negro Problems was called to order at 8 o'clock, p. m., May 29, 1900, in the Ware Memorial Chapel, Atlanta University; President Horace Bumstead was in the chair, and the Rev. Edgar J. Penney was elected recording secretary. The following program was carried out:

Opening Address, President Bumstead.

"The Place of the Higher Education Among Blacks and Whites," Rev. Theron H. Rice, of Atlanta, Ga.

WHAT COLLEGE-BRED NEGROES HAVE DONE:

As Ministers, Rev. George C. Rowe, of Charleston, S. C.
As Lawyers, Mr. H. M. Porter, of Augusta, Ga.
College Training and Negro Morality, Rev. J. H. Simons, of Atlanta, Ga.
Discussion.
Appointment of Committees.

On Wednesday afternoon the regular Mothers' Meeting was held. The program was as follows:

GENERAL MOTHERS' MEETING.

Subject: "The Choice of an Education for our Children."

Mrs. H. H. Proctor, Presiding.
Business Openings for Boys, Mrs. C. C. Wimbish.
Co-operation of Parents and Teachers, Mrs. Mary T. Cater.
The Training of Outcast Children, Mrs. J. W. E. Bowen.
A Record of Work for Women, Mrs. C. Whitman.
The Woman's Club, Mrs. J. R. Porter.
Business Openings for Girls, Mrs. W. A. Hunton.
Discussion.

The final session of the Conference took place in Ware Chapel, Weddesday night, at 8 o'clock. The following program was given:

WHAT COLLEGE-BRED NEGROES MAY DO:

As Social Leaders, President C. T. Meserve, of Shaw University.
As Industrial Leaders, Mr. R. W. Gadsen, of Athens, Ga.
In the Railway Mail Service, Mr. H. H. Williams, of Atlanta, Ga.
In Philanthropy, President Geo. Sale, of Atlanta Baptist College.
Discussion.
Adoption of Resolutions.

The Corresponding Secretary gave a preliminary report of the years' investigation and explained the charts on the walls.

The Conference then adjourned. Many of the interesting papers read deserve to be printed, but the length of the report this year does not allow this.

"I believe this to be the 'Sturm und Drang' period of the Negro's existence. I am aware of the strong arguments against such a position, but in the light of the teaching of history, there must be, there is, a turning point down near the Gates of Despair, where once the opposing currents are mastered. Brighter and better conditions must arise."

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(*Thirty-second Year.*)

ATLANTA UNIVERSITY

The higher education of carefully selected young men and women, is emphasized by this Institution as necessary for the elementary and industrial training of the masses. "Men of light and leading" in other spheres of activity are also greatly needed by the race that has so long sat in darkness.

Earnestly Christian, as required by its charter, yet entirely unsectarian, the Institution is controlled solely by its own board of trustees, on which several denominations are represented.

Some 300 students are enrolled under 27 officers and teachers. From the college and normal courses 382 graduates have been sent out, nearly all of whom have readily found permanent employment in teaching or other useful occupations.

Situated only about seventy miles from the centre of the Negro population of the country, in one of the largest Southern cities, and at the railroad centre of the South, its location is of strategic importance for promoting the educational advancement of the South.

Its plant includes sixty-five acres of land, five large brick buildings, library of 11,000 volumes, apparatus and other equipment worth not less than $250,000.

With practically no endowment, with no aid from public or denominational funds, receiving about one-fourth of its support from its own students, the Institution appeals for an endowment of $500,000, and, until that is secured, for $25,000 annually to meet current expenses.

Gifts of any amount are welcome, but special appeal is made for subscriptions of $100 and upwards, and for $40 scholarships.

Remittances may be addressed to

Pres. Horace Bumstead, D. D.,
Atlanta, Ga.